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# THE LIBRARY JOURNAL

VOL. 56

MARCH 15, 1931

No. 6

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Experiments in Fiction

*Margaret Culkin Banning*

Then and Now

*W. G. Farndale*

The Ideal University Librarian

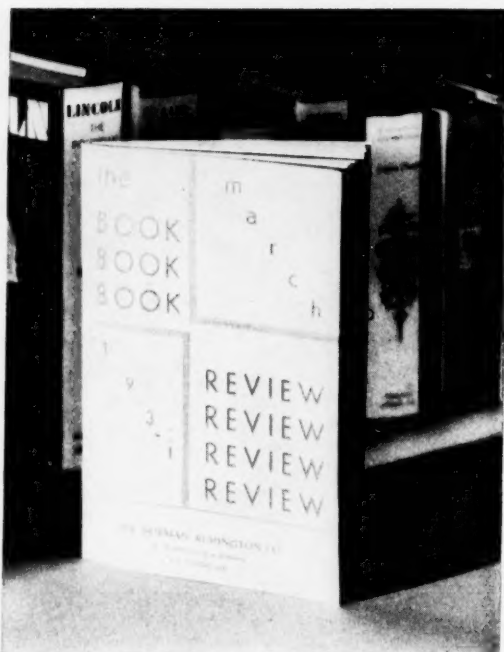
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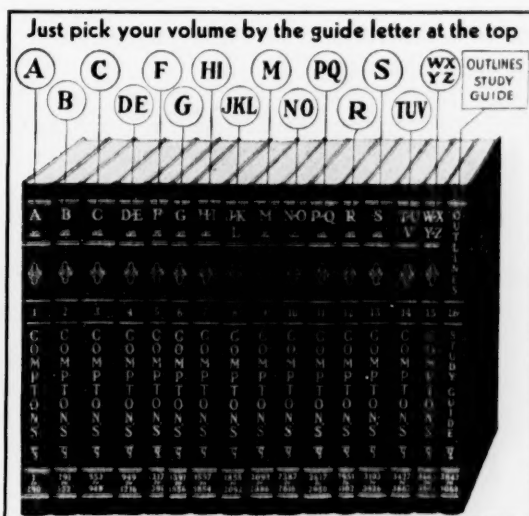
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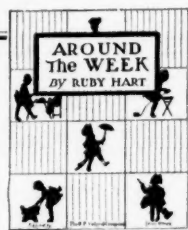
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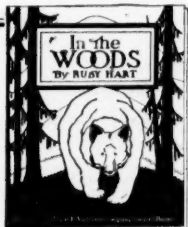
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## Forthcoming Issues of THE LIBRARY JOURNAL

✻ The next number of THE LIBRARY JOURNAL will feature two seasonal articles, one on the reading habits of horticulturists by Miss Elizabeth Hall, librarian of the Horticultural Society of New York, and a bibliography of nature books prepared by William H. Matthews, Jr., of the New York Public Library. The bibliography is a selected list compiled with two classes of readers in mind, the general reader and the teacher or counsellor in summer camps or outing groups. Other articles in this number will take up the problems of book charging in public libraries in this machine age.

✻ Two interesting articles scheduled for the April fifteenth issue are "Valuable Old Books" by A. E. Curtis and "Administrative Control of Book Losses" by H. G. Bousfield, chief of the Readers' Department at the Washington Square Library, New York University.

✻ In building up the news section of the JOURNAL we must depend on your cooperation in sending us clippings, recent improvements or other news items from your library.

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# THE LIBRARY JOURNAL



## Experiments in Fiction

By MARGARET CULKIN BANNING<sup>1</sup>

IN 1929, at the City Literary Institute, in London, a course of lectures was given which has since been compiled in book form. The lectures were delivered by ten modern writers of considerable distinction, among them R. H. Mottram, Edith Sitwell, Ashley Dukes, Rebecca West, C. K. Munro, T. S. Eliot, J. D. Beresford, Edmund Blunden, Osbert Burdett and A. J. A. Symons. They discussed between them the subjects of tradition and experiment in the fields of the novel, poetry, drama, biography and criticism. I mention this because I shall have occasion to refer to Mr. Beresford's remarks on experiment in the novel and also because I thought the subject was singularly well-chosen and very comprehensive. From it I derived my branch subject of this morning. I would like to commend not only the book, but the subject to the consideration of those of you who are confused and possibly troubled in trying to find standards for contemporary writing. It relates somewhat to the old classicism and romanticism differentiation, but it is much more flexible. Also there is room for a good deal of personal and individual thinking to complete the ideas set forth by these writers, all of whom are moderns though they represent different habits of thought. The English writers did not nearly dispose of the subject,

nor did they make common cause. They contradicted each other and, even more interesting, they contradicted themselves. They gave me plenty of precedent for what I am apt to do along that line in the next half hour and possibly you realize already that I am trying to show that a certain amount of contradiction and unfinished thinking is inherent in my subject.

I was very glad that this conference started with the subject of book evaluation. I know that libraries have dozens of other problems. They must care for books, distribute books, they have really great problems of human contact as well as grave responsibilities of administration to consider. But books are what such a conference as this should begin with because it is books after all with which libraries must begin and end. They are the only reason that libraries exist and the evaluation of them is a problem which no amount of clever administration or modern methods can ever put in the background.

I was also glad to be able to say a word for fiction and to see that it is given its place on your program. Believing, as I do, that the novel is the greatest and most important literary form, I am affronted a good deal of the time by the attitude of many educated people toward it. They are often lenient and tolerant and mildly superior. They speak of fiction as if it were cheap candy or a hat with feathers on it or only literature for undeveloped minds. I have one answer to those who re-

<sup>1</sup> Author of *Handmaid of the Lord*, 1924; *Woman of the Family*, 1926; *Pressure*, 1927; *Money of Her Own*, 1928; *Prelude to Love*, 1929; and *Mixed Marriage*, 1930.

Paper presented at North Central Regional conference at St. Paul, Minn.

mark with patronage and a vague intimation of scholarliness that they never read fiction and it is, "Isn't that unfortunate for you?"

I quite appreciate that many people do not have time to read fiction. All I ask is that their regret should be a real and not an assumed one, based on a conviction that they are missing something, as the rest of us are in regard to many books on scientific subjects. It would be very easy at this point to launch into an academic defense of the novel form which I know is precisely what I must not do. I only make the statement that I think fiction is important because I can not talk at all on this subject unless that is clear. And to go even a little further I am afraid that I am not going about this task in the spirit of judgment. I do not think I would be a very satisfactory person for that kind of criticism. I am not so sure that we always know what is "good" and what is "bad" in fiction. It is not wise to be dogmatic about anything that feeds the human imagination. Sermons, plays, stories, all of these things which are sometimes so trite and dull to many of us are inspirations to other people. Nor can anything like fiction, which races with the changing thought of people, be safely ridiculed. Nor is any piece of writing that honestly attempts to interpret the traditions and experiments of life basically unimportant.

One of the things that interested me in this English book was that clean separation of tradition from experiment, in title at least. It would have been easy to have discussed tradition in fiction this morning, easier because I could rely more on authority and less on opinion. But it is experiment that bewilders us, that drags us out of ruts and drives us on, sometimes against our will. Moreover we begin fairly at the beginning with experiment. In discussing tradition we are surveying and analyzing what can not be changed. Then, too, there is the obvious statement that experiment is the material for tradition. As Mr. Beresford says in his simple closing statement, "All our great novelists began by being experimenters."

It is our problem possibly to pick out of the great crowd of experimenters and the mass of experiments those people and those methods and even those thoughts which will make tradition. That old-fashioned test method, "Will it last?" is one that is becoming as useless as the test by fire for witches. It has been superseded by the more reasonable test, "What does this book contribute to the present, and thereby to the future?"

We know that great books and great writers come along occasionally but that they send

scouts ahead. Great movements pile up and it is our business—our privilege—to watch the construction of them. I think it takes a great many little experiments to make a great one, possibly a number of failures. And in the evaluation of fiction we have to watch the little experiments as well as jump on the bandwagon for the great ones. The point is how are we to go about it.

In other fields of writing—possibly all except poetry—standards are set. Rules are laid down as to accuracy, increase of information, historical truth, scientific advance, in most fields of non-fiction. I know that a possible exception should be made for drama as well as poetry, but to make it would take too much time and I always feel that with drama a certain absolutism is also possible. If it is good drama it must play. Now a novel does not have to play. It can play to empty seats or to a handful of people for a while without losing standing.

We come back to the fact that most great novels have been experiments and departures. Not all of them, of course. There will, said a publisher to me, always be a future for the good three-layer cake novel. But many people are turning away from cake. We can only be confident that there will always be a future for the substantial, nourishing novel.

Take Priestley for example in *The Good Companions* and in *Angel Pavement* and listen to the cry of "a new Dickens" that goes up, as if people had been crying for his successor. Consider the splendid success of *Ultima Thule*. Take the kind of fine book you may expect from O. E. Rølvaag, Edith Wharton, Willa Cather. They are firm, traditional books. There will always be a public for them, not, I believe, because they are carrying out a tradition but because they please the orderly mind, good taste, sound judgment. They appeal to good nerves. Now you can stand safely on a platform of such books if you like, rejecting all others, and you will be a dignified person. But even if you do are you through with fiction?

How do you know that the book in the yellow or silver jacket, written in a style which is unfamiliar—and maddening—shedding reserves, dealing in apparent irrelevancies, upsetting your mind—or your stomach—is not a great novel even though it fails to carry out the traditions laid by Richardson or Sterne or Butler or Thackeray or Tolstoi? I know that you can assume it, but I am not patient with assumptions this morning.

For there is one thing that I must say before we fully understand each other. I consider you as a selected group of the intel-

ligent mental leaders of the country. There is no flattery in that, for if the term does not fit you, I am not sure what you are about. You are in a key position. You are impersonal. You have nothing to sell, nothing to promote. You have one of the few detached and incorruptible positions in the world. Contrast your position with that of the bookseller and publisher who must promote, or with that of the author who is blinded by creation. Contrast your position with that, in the end, of the critic. More than any of these people you have a direct contact with the public. The book passes through your hands to those who read it. There is no middleman.

Into your libraries come people who know what they want. You meet those whose interest is directed and focused. Then come all the ones who do not know, feeding on your mind, depending on your judgments, on your tolerances, on your open-mindedness, on your scope of knowledge. They want fiction because their imaginations are hungry.

They want something to explain themselves to themselves. They are bewildered by life and they feel that someone must have thought it through. They want relaxation, comfort, sympathy, advice.

How is the librarian to evaluate?

She has critics. She can find her way easily to established judgments. But is she going to live a second-hand critical life? Is she going to find that better than a second-rate critical life? A good critic is impassioned. Isn't it better for you to have a few, even wrong enthusiasms of your own? A general judgment is valuable. A specific one is not so much so. And is it worth your while to be too conservative?

Mr. Beresford says, "The truth is that the type of novel confined by a neat and shapely plot, centering round an elaborated incident and developing a problem that it is the author's ambition to solve, convincingly and satisfyingly, is found most often in the work of minor writers."

He goes on to define four types of fiction—the kind we are all familiar with—the above; the second, which is some version of the life story; the third, the historical and romantic fiction; and the adventure story. And then he takes up particular experiments. If I had more time I would like to comment on his comments. But his discussion is academic and less practical than I want this one of mine to be.

Going back to professional criticism, I think that it is valuable. But we want to remember two things about it. Or let me make it three.

1. The critic who relies on his individuality is becoming the very popular one. His very prejudices are popular and then people forget that he is prejudiced.

2. Great writers have been crucified by critics.

3. Minor and unimportant critics do a great deal of reviewing.

In the *New Republic* of October 1, there was an article by Lewis Mumford on "Publishing, Old and New" which is worth your looking at. He speaks of what has happened in the five years previous to the stock market crash. He talks of authors and publishers and then says this:

"The real difficulty with increasing the circulation of good books . . . is the fact that we have not a sufficiently large audience of intelligent and cultured people ready to absorb them. . . . There is doubtless a large potential book audience among the millions who read the MacFadden magazines, for example; but once the attempt is made to reach this audience, the sort of book produced *en serie* will be the exact equivalent of *Dream Stories* and *True Romances*, and on the whole, violet-ray treatments and vacuum-cleaners and cheap motor cars take care of the surplus energies and incomes of this group quite as satisfactorily as books possibly could, with a smaller amount of spiritual degradation. The circulation of books is an accurate reflection of the popular intelligence, in our present culture, and to dream of large circulation with our present standards of living and thinking is to place the superstructure beneath the foundation. Picking at random a French book from my shelves, I note that Poincaré's *La Valeur de la Science* has sold 33,000 copies. Until books of this quality have a similar potential circulation in America, without ballyhoo or the aid of book clubs, there is no use hoping for reduction in price, for no matter how widely Edgar Rice Burroughs might sell, our Poincarés and our Prousts would still be in the same plight that they are now, and their publishing price would reflect that position."

This is where the finest work of the librarian comes in, in building up this popular audience. I can not tell you what I think the full possibilities of public libraries are because I can not see that far ahead. The sky, to my mind, is really the limit.

In talks to amateur writers I always try to impress them with the fact that real talent breaks through to recognition. It is important that they should be convinced of that; and I think it does, if you give it time enough. But sometimes talent gives up. The reasons are as I have suggested—great haste of publication, the necessity for immediate criticism, the pressure on critics, the terrific competition in advertising.

In 1928 there appeared a book by Marie Cher called *The Door Unlatched*. Last year there appeared a book by Heinrich Hauser called *Bitter Waters*. Both of these books were really notable publications. Neither achieved much notice. The people who should

have read them never did read them and it is a pity. I mention these two only as examples. There are many others. We lose writers because they lose courage or because they become baffled by the great commercialism and flotation which is a necessary part of publication. And here the librarian can help but she can not rely on outside criticism. She herself must read and judge.

How are you to judge? Are you to measure *The 42nd Parallel* against the standard set by the cool perfection of Willa Cather or the easy grace of Mr. Hergesheimer or the involved reflectiveness of Mr. Cabell? Are you to take absolute standards? I don't think so. The public library is a large place. It is meant for all kinds of tastes. There is room for many moods, many books and the librarian acts as skilled and tolerant guide.

Strange things lie about you these days. The human mind may have been as eager and active before but it has never been given such a chance for publication. Nor has there ever been such a wide-flung tendency to experiment. One can not classify the experiments. One can only make paths between them, so that we can pick our way. I am only indicating trails this morning when I suggest that we have four sorts of experiments. We have the novel of purpose or propaganda, the novel of experiment for experiment's sake, the *tour de force*, and the erotic novel.

I have little time left and must deal with these ever so briefly. As for the novel of purpose and propaganda, there is a safe test as to its value. The novel should never be a catspaw. If propaganda is an integral part of the story, well and good. Otherwise the author should hire a hall or write a stout non-fiction book to expose his ideas.

The novel of experiment for experiment's sake is interesting primarily to craftsmen. It is a fair thing to write, to read, to recommend. We may find before we are through that there are new rapports between the mind and the novel. But the librarian must remember that the average person does not know what all the experimental writing in vogue means. It seems fantastic, ludicrous. It should be given only to individuals to whom it means or contributes something.

We always have the *tour de force*. The little books of Saki, the type of story of *Lady*

*into Fox*, fall into this rough classification. It is wise to watch these things and be rather gentle with them. They are the individualists of fiction, the books never comfortable with a crowd. They have a place and a public but it must be a carefully selected one.

And then there is the erotic novel, with which we seem never to have done in ways of experimentation. Here I can only quite simply give you my own rule for what it is worth and possibly it is not worth giving. But I feel that there ought to be some deepening of the human relation to justify a book which presumes to discuss such relations intimately or in any new way. It is a curious thing that in spite of all these books which deal with sex and passion we have so very few love stories. Books which incite to passion have little to excuse them in any place, and love potions and aphrodisiacs certainly have no place in public libraries. I am still more irritated personally by those books written by common pornographers who hint mysteriously that the facts are more numerous than they really are. As Claude Washburn once wrote, "It is a ridiculous piece of bravado. One can not alter the facts nor stare them out of countenance."

There are ways to judge these books, coming heralded as revelations, as manifestations of new thought and new freedom. Are they simply dialogues about sex? Are they well-bound "snappy stories?" Are they no more than "confessions" by well known authors? Or do they put a deeper knowledge of human love and human passion as well as greater sympathy into our minds?

It is only in the last case that they are justified. You see, everything returns to you for judgment. All these books come to you, the great and the little, the ones which are the forerunners of the great. I often think that a great many writers go to the making of a really supreme one. And a great many fine librarians can build up a public which will be ready for the work of a supreme writer. It is you through whose hands experiments must be sifted. You are the ones who can, if you will, build up the popular intelligence, and encourage it in tolerance instead of dogma, as well as encourage those who work in the laboratories of fiction to continue to experiment wisely, fearlessly.

I have been like a boy playing on the seashore  
whilst the great ocean of truth lay all undiscovered  
before me.

—SIR ISAAC NEWTON.

# Then and Now

By W. G. FARNDALE

*Trustee, Riverside Public Library, California*

THOSE OF YOU who know your Omar Khayyam—and who does not?—will experience a thrill of friendly recognition when I say over again to you the familiar quatrain:

And much as Wine has played the Infidel,  
And robbed me of my Robe of Honour,—Well,  
I often wonder what the Vintners buy  
One half so precious as the Goods they sell.

Richard le Gallienne bent the phrase to his purpose when, singing the praises of tobacco and the joys of smoking, he parodied:

I often wonder what Tobacconists buy  
One half so precious as the Stuff they sell.

Following cautiously after, and afar off, I would make my own adaptation:

I often wonder what Librarians buy  
One half so precious as the Books they lend.

Of course you will have noticed already that this is really the confession of a book-lover, rather than that of a borrower, or a lender, or even a library trustee. It is emphatically as a book-lover that I have the temerity to stand here and utter whatever of the personal and intimate note there may be implicit in my undertaking of the rôle. I am bold to believe that which I aim to say may have an interest for you, for this, if for no other reason, that it will not be what you are expecting me to say.

Marcus Aurelius in the very forefront of his *Meditations* magnanimously acknowledges his obligations to those who reared him. Especially beautiful in Rendall's finest of renderings is the full and sincere appreciation of his father. Will you be indulgent while I too pay reverent homage to the memory, not of a Roman patrician indeed, but of a plain Englishman, my own father? A man of few books, but those few choice, he somehow managed to inculcate me, by some subtle process known to every good father, with that instinct for good reading which was his own, though he had had no great measure of schooling in his boyhood, and his son came through with very little more. His unpretentious bookshelf held none of the volumes that you will find in lists of English classics published so conveniently and cheaply today. But whatever they were, they fulfilled a splendid purpose by begetting in one an

awareness of that glory which we call English Literature. It is a noble heritage that a father bequeaths to his son when he leaves him, not a rare library, but the rarer gift, a true love of Books. At a later period, the wee shelf at home was augmented by an occasional newcomer, albeit a transient visitor, coming in from the Village Library. This Library was lodged at that time in a large upper room in a picturesque stone house, with quaint windows set in ivy-covered walls. It stood back from the winding main street of the town, and was approached down the walk of an old-fashioned garden. It had all the charm of such a spot in a real old-world village, whose name and history and description you may actually find in William of Normandy's Domesday Survey, set there, as every school-boy knows, at the end of the eleventh century. But it was rather an awesome place to us youngsters, not for any forbidding exterior but because of the mystery of what might lie in wait at the head of those stairs. Thither the boy was sent on a day and at an hour punctiliously prescribed by the powers that then were. Not alone. He must have the company of his playmate and both must be on their best behavior; no unseemly clamor, no irreverence of undoffed cap, for this was the special and sacred domain of one John Walton, honored and trusted Village Librarian, our elders would have impressed upon us, if we cared to suffer the impression. John Walton . . . a forthright honest name, and curiously appropriate too for the custodian of books in which you were certain sure to find *The Complete Angler*. But the humor and the gentleness of the greater Walton, Izaak, were, in his namesake, hidden behind an aspect usually unsmiling, grim and severe. As likely as not, for some petty peccadillo, he would pack you off (you were just a boy) without the book you were sent for, or indeed any book at all. "Just to larn ye," he might have said. Later, as we shot up and filled out, he mellowed, and was perceived as human. Then, once past his guard, we were admitted freemen in that spacious kingdom where walked and held sovereign sway Sir Walter and Bulwer Lytton, Dickens and Thackeray, Miss Braddon and the Brontës, George Eliot and the immortal Jane.

Paper presented at annual dinner and Commencement of the Riverside Library Service School, 1930.

You may care to saunter round the room with me. Some history was there, Hume and Hallam, Alison and Gibbon, Lingard and Macaulay, Freeman and Green; some science, chiefly geology; Lyell and Geikie, Murchison and Old Red Sandstone Miller; and astronomy, Proctor and Lockyer and Herschell, and of course the great names, Faraday, Tyndall, Darwin, Huxley; some essayists, Addison and Steele, Lamb, Hazlitt, Carlyle, and to complete the collection, all the standard poets, some austere theology, and the inevitable *Elegant Extracts*. Choice in this Library involved no perplexity, and the wayfaring man, though a fool, could not possibly err therein.

Of magazines, there were the two quarterlies, *The London* in its buff, and *The Edinburgh* in its blue, and there was the then popular and still popular *Chambers' Journal*. Add to these the leaders or editorials, some pontifical, most of them urbane—in *The Times*, *The Standard* and *The Post*, and you had in that one room the basis of a truly liberal education.

Clustered around these tables, Our Village could take pride in its counterpart of Barrie's Edinburgh Eleven, for that was about the number of our worthies. Not professors these, however, but men nevertheless of marked individuality, possessed of that intangible thing they so respected and comprehended in that favorite old word of theirs, Character. Men racy of the Yorkshire soil that bred them and fed them. Men who to a shrewd mother-wit had superadded by their own industry a culture, not broad but deep and thorough, not extensive, but by very reason thereof the more intensive and enduring. Like Charles Lamb's Bridget, "they had been tumbled early into this spacious closet of good old English reading, and had browsed at will upon that fair and wholesome pasturage."

I have tried to draw for you a sketch of a Village Library and a portrait of a Village Librarian of the old school, as I remember them "once upon a time"—how many decades ago I leave you to infer. In the years between Then and Now, is tucked away a story of progress that is in itself another of our great romances. Fascinating though that story may be, however, this is not the place, now is not the hour, nor is mine the tongue, to undertake the telling of it.

What the Library of today is, you all know, infinitely more intimately and completely than I. And in your minds you have been setting up alongside of my pencil-sketch of the old, your blue-print of the new, and you have marvelled at the contrast as you try to calculate the vast development that has taken

place and the incredible rate of its progression. Has the advance been all gain? It is a question that haunts us at every step of our breathless march forward, as we conquer this, and speed on to conquer that, with scarcely a fraction of a pause between conquests.

John Walton would have sat back in his chair in stupefied amazement had the *Spirit of Nineteen-Thirty* flashed in front of his eyes those points of light that make the outline of your syllabuses in the courses that you students of this Library School have spent your summer in mastering. John Walton would have held his poor throbbing head between his hands in desperation, had he been brought here to listen-in at your lectures and your laboratory work. Your terminologies would have teased and terrorized him. Your systems and codes and sciences of modern librarianship would have stricken him speechless. Your jargon and technical talk would have finally tumbled him over, and he would have passed out in a merciful apoplexy. But the unspoken word he would have carried with him into the silence—what would it have been?

I think he would have attempted to put forward some sort of *apologia pro vita sua*. I think that, for last gesture and justification, he would have pointed with his finger to those men he had companied with so long and so closely, and served so faithfully in his own way and degree. To them he had broken the bread of knowledge and culture, and given to drink of the Pierian spring, assuring the hunger and quenching the thirst of their eager questing minds as the imperious demands arose perennially within them. I think he might have said, "I am proud of my record: I have helped these men, my neighbors, to become readers and students, and I pass content."

In a syndicate article released recently, Glenn Frank, the President of the University of Wisconsin, covets for students today just that sort of service from their colleges. If Charles Eliot could speak, he says, he who brought drastic reform into the Harvard of a past generation would want to write a letter to the Association of American Universities. In that letter, among other revisions, he would plead for a greatly simplified course of study in the colleges, putting greater emphasis upon the awakening of the student's intellectual curiosity, greater emphasis upon helping him establish the hunger for and the habit of reading good and great books, than upon memorizing and passing examinations. What an ideal for a teacher of men, John Walton would have said, and you would agree with him. But do you think that the function of a Librarian

rian could have been more adequately adumbrated?

When all your credits have been fairly won, as they undoubtedly have in the School work which tonight's ceremony crowns and consummates, when you step radiantly to the responsible command that somewhere at this hour is awaiting you, I hope, you will carry with you for qualification and equipment nothing more than a certificated efficiency of finished technique, a thorough knowledge of your tools and a rare skill in the use of them? Will that be all? May I, as a layman in library matters, yet as I have confessed a confirmed and unapologetic book-lover, be permitted to suggest for your quiet deliberation when you have gone away from here this thought? We of the public to whom you are to minister, we to whom you are to dispense the "precious goods," do, some of us, sometimes, need something more than a mechanical automatic Robot to serve us and do our dispensing. Yours is a higher calling than that of a mere intermediary, so high as to be sacred, and so sacred that one almost wishes we were Greek enough to have the insight and courage to invest the office with appropriate insignia and vestments, symbolic of the dignity of the vocation of the ministrant. But the Greek in us has atrophied. Yet shall we therefore be persuaded to put away from us the vision splendid and decline on the second best of practical routine? Nay. For to you there shall come among the dumb many, here one and there another of the vocal few, those who are alive to the deep needs of their

nature, and clear in their nature, and clear in their ability to make those needs known. And to you then shall come the joy of lighting a new lamp of remembrance, as you communicate something of your own passion for a poem, or love for a lyric, or admiration for some wonder-child of a great creative soul. Some young spirit shall catch fire from your enthusiasm, and brooking no hindrance, shall burn his way ardently through every obstacle until he comes into his own rightful heritage and tastes the joy of his discovery. So shall you have helped to transmute the baser metal of a mere borrower into the sterling stuff of a student and real reader, and maybe ultimately into the gold of a great lover of books.

My plea then is that you guard against the temptation to be too technical in temper, that you bend all that you have to bring the human note into your relations with the patrons of your institution, that you look ever for the surprising adventure that surely awaits him who gives himself unreservedly to any kind of service, disinterested service, for his fellows. So shall you spend lavishly, not only of your hard-won knowledge and power, but, what is of vastly greater importance, of your humanity, generosity, patience, tolerance, great-heartedness, sympathetic understanding, and sacrifice. With this spirit in you, through your chosen life-work, as in every other worthy calling, you shall become a gracious and beneficent influence, wherever your destiny shall place you, and you shall magnify your office and justify the lofty hopes for the future that you are cherishing in your hearts.



Ah, March! we know thou art  
Kind-hearted, spite of ugly looks and threats,  
And, out of sight, art nursing April's violets!

—HELEN HUNT JACKSON.

# Libraries of Palermo

By LEONILDA I. SANSONE<sup>1</sup>

*Italian Librarian, Aguilar Branch, New York Public Library*

SO MUCH has been written about the libraries of Rome and Florence that one is led to believe that similar institutions do not exist in Sicily. On the contrary, Palermo has two very large public libraries and a museum of Sicilian Ethnography of great importance and interest to both students and tourists.

The Biblioteca Nazionale di Palermo is housed in one of the busiest thoroughfares of the city and its entrance looks like all the rest of the immense stone buildings on the street. Walking along the narrow Corso Vittorio Emanuele on my way to the Cathedral and stepping aside in an attempt to avoid being run over by a racing carozza, I entered a gateway and was immediately attracted by a bust of Dante on a high pedestal. The scene was made bright by a bed of yellow flowers growing at its base. A statue of Dante could only signify a place of learning and as I walked up the wide stairs, I began to feel the scholastic atmosphere around me which was made more impressive by the cloister-like surroundings. And indeed I soon learned that the building

was many years ago a Jesuit monastery.

The history of the library dates back to the middle of the seventeenth century, when the only libraries in Sicily were those in private homes and monasteries for the use of the monks and the scholars. The foundation of the Biblioteca Nazionale came with the presentation of 6,000 volumes to the city of Palermo by Francesco Scala-fani, a clergyman conspicuous for his nobility and education. The books were never used because of lack of funds to maintain a library and a librarian. From 1750-1765 all education on the island was centered around the monasteries of the Jesuit Fathers, but in 1766 these famous teachers were expelled and there arose the need for a public library. After great



*Reading Room of Biblioteca Comunale at Palermo*

liberation, it was decided to establish a Royal Academy in the largest Jesuit Monastery of Palermo and to place in it the original Scala-fani library with the 9,000 volumes which the priests had accumulated in the various Jesuit libraries of the city.

Lancellotti Castelli was its first director and to his artistic taste and the marvelous work of the artist Marviglia is due the beauty of the painted ceilings and the carved woodwork.

<sup>1</sup> Miss Sansone is now in Italy, having been granted a Carnegie Corporation Fellowship for a year's special study.

In 1804 the Jesuits were recalled and the library was given over to them with the stipulation that it be kept open for the public a few hours each day. In a few years the Jesuits were again expelled and since 1849 the library has been maintained and controlled by the National Government of Italy.

It contains many treasures for the student and no tourist ought to leave Palermo without

seeing it. Among its most prized possessions are approximately 1,000 manuscripts including Greek, Latin and Arabic codices; over 1,000 books edited in the fifteenth century, and about 400 editions of the Aldine Press. The director is Guglielmo Giuseppe Pasini who has a staff of four supervisors and thirteen assistants. Library hours are the same as in all the Italian National Libraries; 9 A.M. to 6 P.M. weekdays only. Since every other day is a holiday in Italy (or so it seems) the librarians' task is not too laborious. Statistics show that in the

busy time of the year, 4,000 readers use the library monthly. Each reader is allowed two books for home use but the circulation of incunabula is limited to other libraries only. Each reader must sign for the book he desires and has to be approved of by the assistant director. When asked the reason for this censorship, I was informed that in this way young men are unable to read books unsuitable to their age and education!

To reach the Biblioteca Comunale, the public library maintained by the city of Pal-

ermo, it is necessary to cross a little dark narrow street, go down a flight of stone stairs and come to a square full of pushcarts, donkeys and children. But the trip is worth while, for in the midst of this confused Sicilian life is to be found the library that contains a complete collection of books on the life and history of Sicily. It occupies the third floor of an old Jesuit monastery formerly connected

with Casa Professa, a church important for its Baroque style. It is to this library that students of Sicilian folklore come for it has all the works that Giuseppe Pitre spent a life time in collecting. In 1874 Agostino Gallo donated his set of oil paintings of illustrious Sicilians to the library and since then the library has increased the collection to one hundred and fifty-two. These paintings hang in the reading rooms and help the students to realize the bravery and nobility of the men who helped to make the history of the island. The library contains



*Catalog Room of Biblioteca Comunale at Palermo*

many rare books, having more than 3,350 manuscripts and over 1,700 incunabula collected over a period of 500 years. The books are still classified by subject only and it seems a pity that such a rare collection has not an author and title index.

The Rev. Father Stinco, director of the Biblioteca Comunale, a charming and learned man, works with passionate zeal towards the development of the library and the making of it more and more useful to its readers.

# The Ideal University Librarian

By GILBERT H. DOANE

*Librarian, University of Nebraska*

THERE is, or can be, no doubt but that we are in the midst of a period of transition from the smug complacency of the great Victorian era, which was well on its wane when the "Widow of Windsor" died in 1901, to whatever may be coming. Whenever civilization as a whole experiences a transition from one mode to another, so must the component parts of civilization experience a like transition. Hence it is not surprising that some of us feel there is being brought about a change in the ideals of librarianship, particularly as applied to the directors of university libraries. Therefore, this evening, I'm acting, in a way, as a barometer, indicating what tomorrow's weather may be and, possibly, what the university librarian may expect from it. Permit me to carry the metaphor a step farther and say that, perchance, the change is from cloudy to fair.

For many years we university librarians have been in a more or less hazy situation. At first, before the vogue for trained librarians began, we were usually professors of a bookish turn of mind, who were assigned the task of looking after the book collection, or library so-called, of the university. Then, after the early library schools were established and trained librarians were offered on the market, so to speak, we were dropped as professors and became librarians. But in dropping our professional garb we lost our places on the faculty and were looked upon by both the administration and the faculty as neither fish, flesh, nor fowl, as a sort of administrative oddity, in fact. It has taken us from twenty to thirty years to recover that place, and just now we are being really recognized again as members of that august body. We are passing out of the haze into what, we hope, will prove to be fair weather.

In considering what the ideal university librarian will be in this period into which we are entering, I ask you to forget for the next twenty minutes or so the fact that I am a technically trained librarian and the director of the library of one of our twentieth century universities. I want you to think of me rather as an outsider, possibly as a bit of an idealist; perhaps, if you will, as a member of the faculty who is keenly interested in schol-

arly research and in the collecting of books and the making of them available to scholars and students alike; certainly as one who has an idea of librarianship and of the type of man with whom he would like to associate as librarian of his university.

I hope my older professional colleagues will overlook my temerity in appearing before them in this manner, for what I have to say is intended not so much for them as for the incoming generation of librarians who will have to face the conditions of the next twenty or thirty years of professional work. It is to these "beginning" librarians that I want to indicate what would seem to be the ideal university librarian, taking as my text two passages from Dr. Keogh's presidential address in Los Angeles last June, in which he said: "It is my belief that the scholarly attitude is becoming active and a more influential one in the life of the country, and not less in library work than in other fields of activity." Later in his address he supplemented this with the statement: "Hitherto, the time of promotion in our profession has led to an administrative position; [but] it will soon be necessary to combine scholarship with executive ability."

It should be taken for granted that the librarian of a university, supposedly an institution devised for the propagation of culture and learning, will be a gentleman in the sense that he is a well-bred man with a feeling for fine things. He should be of a chivalrous nature, quick to see the opportunity to be of service, yet not obsequious in performing that service, always alert to avoid hurting others, as Newman defined a gentleman, yet capable of administering a reprimand to a member of his staff, or dealing with an irate member of the faculty whose sense of slight (or, possibly, his inferiority complex) has been touched, or pacifying an offended student on whose toes some assistant has unwittingly trod. In a word, he must be a gentleman with a thorough knowledge of psychology and its application, and he must apply this knowledge of human nature with sympathetic understanding. Not only must he be a gentleman in this sense, but also he must be of a sociable nature, capable of receiving guests of distinction with due deference to their intellectual and social standing; capable also of making a shy, self-conscious instructor of the lowest academic rank feel

Paper read at Mid-Winter meeting of University and Reference Librarians in Chicago.

that he is welcome to the librarian's office and that his knowledge of his special field is of immediate aid and use to the librarian; capable also of stimulating a student to the cultivation of gentlemanly instincts by setting that student an example of the personification of cultural attainments. In a word, he must have, or develop, social attributes and practice them continually, both in his office and in his social contacts outside of his office hours. At a dinner table or over the tea cups or at numerous complimentary luncheons, he must be able to take his part in the conversation, not to the extent that he monopolizes it, but to the degree that his presence is pleasantly felt.

With this in mind we must then consider his personality. He should be genial, or at least unobtrusively strive to attain geniality. A stern-visaged, cold, unresponsive librarian, or library assistant, will find the obstacles of his work greatly increased; whereas the genial man of gracious demeanour will be able to accomplish his ends more easily, for he does not have to overcome in his associate or patron a quite natural dislike, which is instinctively formed for the "hard-boiled," shall I say, executive. It should be remembered that the librarian who fiercely protected the books in his care from the ravages of students and faculty is a figure of the past, to be found, if found at all, only in very remote, unenlightened communities. As much as I dislike books on character development, *vade-mecums* to personality, I am convinced that many of our colleagues and subordinates would profit greatly by studying personality and its psychological effect.

I would not have you go away with the impression that the ideal librarian is not firm. He must carry his iron hand in a well-padded glove of soft texture. One can be firm without being disagreeable, determined without being insistent, executive without seeming to domineer. In a word, the librarian's personality must be winning rather than repellent.

The librarian's education is a point subject to great argument, on which reams have been written. The American Library Association has even a Board on Education for Librarianship, whose reports are extremely interesting, but it is concerned rather with technical training than general education. With all due respect to this Board, permit me to summarize briefly the education of my ideal librarian.

It is to be granted that he has had the training afforded by our public school system, deficient as that is, ridden with the pedagogical theories of professional educators, and permeated with the democratic ideal of education for everybody, which, in the long run, tends

to lower the general level of intellectual attainment rather than elevate it. The tendency today is to spread thinner and thinner the butter of scholastic training, and teach the public school boy or girl less and less about less and less. But this is beside the point. Theoretically, the education of the ideal librarian begins in the pre-school period. Practically, it must begin in college, although he should commence his study of foreign languages, including the classical languages, in high school, and there his ability to use his native tongue should be constantly and sympathetically developed. It is there that he should be inspired to love literature rather than forced to "take" it. This presupposes a capable teacher, you will say. Indeed it does, but I am not concerned in this paper with that teacher, I am concerned with the embryo librarian. Like all high school students he should be thoroughly trained in the use of the elementary, or basic scholarly tools, such as the dictionary, etc. He should be taught to think clearly and to the point, which presupposes training in concentration and analysis. He should come up to college with the ability to read and study independently.

In college he should continue his study of languages, of science, and of the humanities, especially the latter. His scientific study should be restricted to the so-called basic sciences rather than to the more specific branches of natural science. He should continue with at least two modern languages and probably two of the ancient languages, with special emphasis on the literature of those languages. He should follow through his study of English literature, world literature and history. Early in his college career he should be introduced to psychology and the general application of its principles. Not later than his second year in college he should begin his training in the technicalities of library work, this because, if it is postponed until his senior year, he is mentally too old and too developed to find elementary cataloging and the like anything but irksome. Moreover, much of elementary library technique is of value to him in his college work. If this technical training is begun sufficiently early for him to apply its principles in his other work, he is more likely to be in a position to efficiently begin practical work immediately upon obtaining his degree, should he be unable to continue with graduate study at once. In his upper-classman years he should be introduced to the history of books and of man's attempt to record his knowledge. He should begin the study of advanced reference problems, for he is then concerned with them in his senior

subjects, and a knowledge of the technique of handling them is essential to good work.

It is a question in my mind whether the prospective university librarian should go into practical work immediately upon graduation, if, of course, he has not been working in a library during his college years; or continue with his formal academic training. I am inclined to think that he should acquire practical experience of a sort if he does not have it, for it enables him to see the application of his training more clearly. However, let us grant that he has had that experience, either during his college career or immediately after, and consider his graduate work.

It is essential to the success of the university librarian of the future that he be trained not only in library technique, but also in the technique of scholarly research. He must have an intimate knowledge of what scholarship means, and what it implies in the way of actual work. He must appreciate the problems of the scholar, for he is to be not only associated with scholars as well as students, but also he is to be in a position to greatly aid scholars. As one of my friends has expressed it, he must have a "highly developed appreciation of the more exact and professional scholarship of other men." He must be not a grubber "after infinitesimal details on some obscure topic, but rather a scholar of the Dr. Johnson variety with a wide catholic interest, capable of understanding the enthusiasm of narrower scholars each for his own field," as a young professor has put it. "He should be acquainted with the technique and weapons of the research scholar, but the necessary absorption required by research would impair his efficiency as a librarian."

He cannot acquire this intimate knowledge of scholarship without actually having practiced research at some time or other in his career. It is granted, I believe, by educators, that university students today, undergraduates, I mean, do not have enough elementary training in research. This is a problem confronting the deans of our graduate schools in many of our large universities, and so it confronts the dean of a library school that trains for university librarianship. Therefore, in acquiring the training and knowledge essential to the ideal university librarian, it becomes necessary for him to acquire a knowledge of at least the technique of research if not experience in the practical application of that technique. The only way he can do this is to have a year, or two, or three of graduate study.

It should be remembered that the university librarian today is practically always recognized

as being of professional rank at least, if not of the rank of a director or dean. He must have, therefore, not only the general qualifications that pertain to professorship, but also that which commands the respect of his colleagues on the faculty. It was in the report of the A. L. A. Committee on the Telford Report that the qualifications of a university librarian were laid down as equal to those of the full professor. Few universities today make a practice of appointing full professors who have not attained either local or national reputation as scholars, and therefore have not had the experience of formal training in scholarship. Consequently we must imply that the university librarian will be expected to have similar training, which means graduate study of a serious nature, not advanced study of the technique of librarianship alone, but advanced study of research methods and their application as well. With this in mind I would have my ideal librarian a Ph.D.

His graduate work should be preferably in the field of advanced bibliography. If his undergraduate training has been well-rounded, he already has a knowledge of the elements of bibliography and can apply to it the knowledge he has gained from instruction in the mysteries of cataloging. In graduate school he should take the next step in bibliographical work and practice the art with reference to a given field or subject. He should learn the deeper implications of bibliography, and come to know that bibliography is more than a mere compilation of a list of heterogeneous titles. He must realize the factors that make up a good bibliography; he must develop a sense of critical bibliography. He must learn that the science of bibliography may be applied to a single book and a bibliographical monograph written about that book, such as Eckel has written about *Pickwick Papers*. His graduate minor, if not his major, should be devoted to advanced and thorough study of the methods of book-production and the history of book-making, of type and type-design. He should acquire a knowledge of incunabula, perhaps not a thorough knowledge of that fascinating phase of bibliography, but certainly an accurate knowledge of the field. He should study the relation of bibliography to research to enable him to give expert advice to his less favored professorial colleagues, and assist them in this important phase of their work.

Some of you will say that much of this training and knowledge, or, at least, this knowledge can be obtained without the formality and expense of graduate study. Yes, I think it can, but I know, as you do, from observation, that today it rarely happens that

a scholar acquires national reputation or is appointed to a professorial chair without the benefit of formal academic training, receiving for that the usual academic label in the form of a degree. Exceptions occur, such as occurred on our own faculty this year, when a man without even a baccalaureate degree was appointed to the salary, rank, and title of full professor and given the chair of his field. But his achievements were nationally known, and his experience and knowledge unusually broad. It is such an exception that proves the rule. Therefore in drawing this picture of an ideal university librarian, I give him both the attributes of knowledge and training, and the formal recognition of his ability in the advanced degree.

"But," you are beginning to ask, "what sort of an administrator is your ideal librarian?"

And quite rightly, for the university librarian is perforce the administrator of the university library. That is, he is the director, the executive of the library. In my mind there is a distinction between the administrator and the director or executive. The administrator carries out the directions of the executive, working out the details of management. It is the function of the director or executive, I prefer the term director, to lay down general policies and give advice or suggestions regarding their execution. It is the duty of the administrator, or associate librarian, and heads of the various departments to put those policies into execution and work out the details of administration. Thus the university librarian is relieved of the burden of the details and has his time free for other, more important matters.

But, the success of the university librarian depends upon his knowledge of the details of administration, personal knowledge gained from actual experience in the great majority of cases. He should "go through the mill" and, as one of my colleagues at Nebraska has said, "be thoroughly trained in every step of the library work, from the opening of a box of books through cataloging (if this last is the highest part of the technical training, as it now is); that is, he should have done these very things himself at some time or other." It is much easier to appreciate and hence help solve the problems of administrative detail if one has had personal experience, as we all know.

As it is obviously easier to find people capable of administrative work, in this sense, trained in library technique, than it is to find the comparatively rare person in whom is combined the knowledge of library science and the knowledge of the methods of scholarship

and research, together with the personal attributes I have outlined, the latter type should be reserved for the higher position, that of the directorship of the university library.

In mulling over the ideas I have just expressed, it occurred to me that it would be interesting to attempt to discover what our professorial colleagues and our student clientele think of us, what they expect us to be and do. With this in mind I approached between thirty and forty friends, pet enemies, and colleagues. It has been interesting and rather illuminating to compare the results of this approach, which was in the form of a personal letter—no, not a questionnaire, which would smack too much of the method of obtaining material for a Ph.D. thesis devised by a certain institution of learning—merely a letter in which I suggested that I would appreciate a pen picture of an ideal university librarian. To my surprise and pleasure there was an almost unanimous consensus of opinion among my friends, colleagues, and said pet enemies, and that in spite of the fact that many of them were hundreds of miles apart and there could be no collusion.

Of these persons to whom I wrote, most were of professional rank, several were rapidly approaching that exalted condition, one or two were deans, and one even the president of a fairly large university. So my survey represents a cross-section of American university opinion, for I included among these a few senior students.

Almost to a man, the opinion was that the ideal university librarian should be more of a scholar than an administrator, in that he should have a keen appreciation of the work and method of work of a scholar, if not actually engaged in a scholarly pursuit himself. Several suggested that the only way to acquire this appreciation was by means of actual training in the methods of research.

One man began his letter by saying what a university librarian should not be, and made three points: "a. An administrator (for) one can hire administrators—generally at small cost. b. Merely another Purchasing Agent. These again can be hired and might even be cheaper than administrators. c. So successfully surrounded by a wall of red tape that he is inaccessible. Nor so filled with the dignity of his high calling that he ought to be inaccessible."

The Dean of one of the colleges in a large university, a recognized scholar in his field, wrote: "In attempting to describe an ideal librarian I do not hesitate to set it down as essential that he should be a scholar as well as an administrator. Furthermore, it seems

essential that his scholarly interest should lie in the field of the humanities or the social sciences rather than in the pure sciences. It would be impossible for any librarian to keep abreast with all the varieties of scientific publications and the scientists themselves can supply him easily with this information. Here the new books are the important things, not the old books. In such a subject as history or English literature, however, the standard collections that the man of scholarly tastes, who is also a librarian, should know are very numerous indeed. It should be the business of the librarian to spot the holes in the collections, call them to the attention of the interested members of the faculty and with their consent and cooperation fill the gaps. This I think is the most significant service that a librarian can render. Let him hire a clerk to keep the wheels oiled."

And again, this from a professor in the same institution, who has served on library committees and has been a member of a public library commission: "He [the librarian] should be a scholar; that is, have some particular line of study which requires all the different lines of work which we summarize under the term 'research.' Only in this way can he be in sympathy with what is the first function of a university as distinct from a college; and only in this way can we hope to keep scholars (and so an intellectual atmosphere at the centre of the university) in library work. The librarian is in constant contact with desires from scholars; how can he appreciate their requests, unless he knows intimately what scholarly work is? We could cite many instances of the pure administrator in charge of a library or a department of one, who is a thorn in the flesh, not because he intends to be, but because he simply cannot understand why a professor wants such and such."

A professor in a scientific field makes another point when he says: "I believe he [the librarian] should be something of a scholar. Indeed I feel that if he is not he will fail to command both the respect and the confidence of his colleagues on the faculty to the degree he should possess these." This is a phase of university librarianship on which I have touched but very lightly, for I have assumed that it will be understood by those of you who are sufficiently interested to listen to this paper that cooperation with the administration and faculty of the university is absolutely essential to successful librarianship. Another professor, one in the field of the social sciences, sums up his remarks by saying: "It seems absolutely essential to me that a university librarian be (1) a person of schol-

arly interests and broad culture, and (2) a participant in faculty activities and interests."

One of the most library-minded men on our faculty, a scientist of the first order, says: "Scholarship is always a valuable asset in a librarian. In fact, I regard it as indispensable to a university librarian as to any one else holding professorial rank."

A professor of classics in an Eastern college writes, the ideal "librarian should be, it seems to me, a man with a thorough training in the literatures of the world, obtained from a liberal college course, and, 'ideally,' from travel in foreign countries, together with training for his profession as given in a good Library School. This 'ideal' should be primarily a man of broad interests in literature and books as books and possess the judgment that comes of experience and a broad sympathy with all sorts of scholarly work. Such a man might well leave the problems of administration to a corps of efficient administrators. He should, however, interest himself personally in the affairs of the library, be constantly in touch with the faculty, hold himself ready to advise the more deserving graduate students of the institution, visit frequently his own departments to see that their work is not being done in a purely mechanical fashion. In this way he would not be confused with the details of the administration, but could run his library from a human and scholarly point of view, and find leisure moments for keeping abreast of the trend of literature. He should not be actively engaged in problems of research [but] he should it is true be acquainted with the technique . . . of the research scholar."

As you may have sensed from some of these quotations, several suggested that the administrative detail should be left to competent assistants.

Many of them actually said or implied that the librarian should be a recognized member of the faculty, although little if any teaching responsibility should be placed upon him. Several of the students, however, felt that the librarian should offer courses, some of them suggesting even courses in contemporary literature, which may be the result of the lack of such courses in our university. Many of the students, but few of the faculty felt that the librarian should attempt to stimulate interest in books and literature, and one unusually keen student pointed to the "Professorship of Books" held by the director of the library of Rollins College and placed considerable emphasis on the need for such in our American colleges and universities of today. In this connection, one professor wrote, per-

haps somewhat facetiously, "he should stimulate an interest in books among the students in every way, *and* [the italics are his] he should try hard to stimulate a similar interest among the faculty." Indeed, my presidential friend wrote: "It is, of course, a fine thing for a librarian to stimulate an interest in books. I think that he is under obligations to do this so far as the circumstances will permit. For this reason I favor his offering one or more courses of instruction and making such contacts with students and with members of the faculty as will contribute to their interest in books."

A head of a department sees his ideal librarian as "one who, perhaps with advisers from the faculty, assumes the responsibility for encouraging the broader cultural development of the students (and faculty). University students, due to early specializing and contact with a faculty who on the whole are specialists, interested mainly in advancing their own division of the field of knowledge, become very narrow and never have suggested to them the broad sweep of culture as a whole. I for one would like to see the library equipped and staffed in such a way that students would be brought into contact with the various aspects of culture, lured by various displays, comfortable chairs and pleasant surroundings, etc., into picking up books outside their special lines and reading them. In other words, in our present university system, the library, and unavoidably the librarian, should be the publicist for and provider of not only general culture but also the incitements thereto. There is at present no other individual or division of the university capable of assuming that responsibility."

Speaking of comfortable chairs recalls a sentence from one letter, written by a young instructor in one of our largest mid-western state universities. In describing his ideal librarian he says: "He should be a man with a positive passion for tobacco who would arrange for a smoking room in his library to which the books could be carried and where one could read and smoke simultaneously, thereby deriving the greatest pleasure from his reading."

Another young instructor, unusually keen in his chosen field, appends to his letter a list of "things often overlooked by enterprising librarians, arranged in the order of their importance: 1. The need of a heated, fireproof room for smokers. 2. The need of supplying members of the faculty with keys to the reinforced cases that house erotica. Timid instructors rarely read the things they ought to because they quail before the idea of asking

a sober-visaged maiden of fifty for the spade that turns up the facts of life."

There are many other very quotable passages in these letters, some of which I would like to read, but time does not permit.

However, one of my friends, the dean of one of our leading institutions, gave me, quite without solicitation, his idea of the organization of the ideal university library, which I want to pass on to you.

He would have the librarian a scholarly man in the sense that he is "a well read gentleman of scholarly tastes and with a highly developed appreciation of the more exact and professional scholarship of other men." "The librarian under these circumstances [*i.e.* with the staff outlined below] will still have plenty to do. He must be a man who understands the purposes of a library and the service it can offer to the university, and he must be in touch with all the work . . . suggested. At the same time he should be in touch with the various faculties, should develop a contact with them, if necessary through committees that meet with some regularity. I feel that really this contact between the librarian and the people who are expert in definite fields is one of the most important of all the functions."

His staff should consist of at least six departmental heads, according to the dean, namely (the titles are mine, the definition of duties the dean's): an administrative head, who is "strong on the technique of library service and whose work is primarily devoted to the arrangement and distribution of books;" a catalog librarian, who "should be primarily interested in cataloging of books;" an order librarian, who "should be primarily interested in the purchase of ordinary books . . . (who) should keep abreast of all publications and should not merely carry out the wishes of the faculty but contribute something to the faculty by way of suggestion, or when necessary he should purchase books on his own initiative;" a curator of rare books, who should be "primarily interested in the rarer acquisitions which give a library peculiar distinction (and) should be constantly building up the special collections in which a single book may cost thousands of dollars but may be indispensable to make that collection really worth while;" the director of student contacts, who should be "in charge of the popular reading room, for . . . there ought to be a place for the undergraduate to read in comfort along lines not covered in the curriculum;" and, finally a chief clerk, or business manager, who should be "primarily interested in the business end" of the work.

My friend deprecates his opinion by calling it "very amateur" but I think most of my professional colleagues will admit that he has pretty clearly defined and laid out the organization of a large university library. However, I'll not digress further on this point.

By way of summary allow me to reiterate my main points: The ideal university librarian should be a gentleman and a scholar, thoroughly trained in library technique and in the methods of scholarly research. His knowledge of technique should enable him to direct the administration of the library through efficient departmental heads. His familiarity with scholarly research should enable him to sympathetically understand the problems of his professorial colleagues, maintain his contacts with them, and build up a library that will anticipate their needs. His humanity should enable him to at least direct contact with the

student body with a view of interesting them in books as books, not as tools alone.

May I be permitted to add that if his avocation be a scholarly one it is my opinion that he could do no better than choose the field of bibliography or that of typography, the one an increasingly important adjunct to all scholarly work, the other a rapidly developing field in itself. One of my colleagues at Nebraska, educated in the main abroad, writes: "The librarian should be a bibliographer of such attainments that he could give not only graduate students, but even research professors, an enormous amount of help in their bibliographical problems. . . . He should be able, also, to do productive work of his own in bibliography. Surely if librarians do not do this, there will be very little bibliography done, and bibliographies are indispensable tools of all scholarship."

## The Mission of a College Library

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WE ALL recall our childhood attempts to step upon our own shadows, or by rapid turns and swift movements to separate ourselves from them. Later we come to comprehend that these are the essential practices of our whole after lives, either to surpass ourselves or to withdraw from ourselves, finding idealism, hope on one side, pessimism, despair on the other.

The picture of our ideals sets forth for us our real selves more clearly in both our individual and our institutional activities than our experiences,—our actualities do. "What we would do and could not" strengthens us and expresses our kinship with the infinite. He who can accomplish all he would is a low type of man. Confession of regret after sincere effort is evidence of infinite aspiration hampered by finite power. It compliments our pride and confesses our limitations. "Man is a God though in the germ," and this gives hope of infinity in eternity. It has been said that where we stand at any given time is not of serious concern, but the direction in which we are attempting to move is a matter of very vital significance. Here is the significance of this occasion—the dedication of a new and better building for the library is an advance

step in our progress. Under such conditions I wish to set forth a librarian's ideals of a college library. Ideals cannot be too exalted if within the limits of the possible. They may be too low, too limited, and usually are.

I shall attempt, then, to set forth in brief form and with little discussion the ideals that have grown, in my thirty-three years of library service, to be as much a part of myself, of the very essence of me, as are my daily habits, as life itself. They are not fully realized yet, and they cannot be while an institution has life and growth. While institutional life lasts, the institution grows. I am placing the goal a long way ahead, but to reach it would convert a heaven into a hell, for an ideal realized becomes at once a disappointment. More is conceived and wanted. The library is a part of the institution—the most vital and single unit of that completeness.

I want to discuss some of the objectives of a college library. The first essential of a library, great or small, is its content, its working material, the record of human experience which it contains, for no library contains or can contain anything else. Communication among men is the very source of education and of civilization, in fact almost a synonym. As men have become acquainted and mingled together they have become familiar with each

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other's environment and experiences and that abstract thing which we call culture and its external manifestation, civilization, have resulted. Abstractly stated, the library is classified and organized human experience. The vicarious element in life is more apparent in the library than elsewhere. The fact is that each lives for all and all for each, that the individual ascends to infinite heights by building his life's experience on all preceding life.

This fixes the ideal content of the college library. It should contain the sum total of the essence of human experience, so far as it has been recorded. This does not mean that each library shall have, or even should have, all the books that have been written, for that would largely duplicate many times its essential content. It does mean, however, that the great library should possess as much of the human record as can be used for either of two distinct but related ends in institutional or academic education.

The more elementary experiences in various lines for the undergraduate, that in his four years he may know the main lines of experience and become fairly familiar with those that interest him most. These constitute his major and his minors as an undergraduate, and give him at least a key and a passport to further investigation if he is interested. These permit him to see that the road is infinite and whether or not he may care to spend his life upon it. This is the undergraduate college. When Cardinal Newman described the service of a university he admirably characterized what I have in mind as the undergraduate service of such an institution. He says: "But a university or college training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying the true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life." Can we succeed in giving "enlargement and sobriety to the ideas of our age?" Can we refine the intercourse of private life? Every age needs enlargement, sobriety and refining.

The college must prepare for the university whether taken or not. It must contain somewhat of the advanced and complicated experience, so that he who would travel far may have access to a sufficiently complete record in his chosen field of interest; that he may summarize the total essential experience in a significant, but very restricted field; that he who cares to enter new experiences in the

chosen area may have the benefit and care of a guide so far as human experience has blazed the way, and an invitation into the fields of the unknown. This is his graduate work, and the measure of value for his doctorate is the distance he has penetrated into the wilderness of the unknown, the accuracy of his observations and the adequacy of his record. Graduate work, however, is not my theme and I must omit this interest, yet the college must prepare for it if and when wanted.

The college, however small, must supply the record for journeys in experience and a faculty who shall be the guides. The faculty, however, is not my present concern, yet I should like to hope that the teaching shall be done with such freshness, simplicity, candor, and vigor that it shall awaken in the student: "1. the simplicity to wonder; 2. the ability and desire to question; 3. the power to generalize; and 4. the capacity to apply." For no college man or woman dares to forget the calamitous fact that remains to haunt all progressive people, that really "worthwhile thinking has been done and will continue to be done by a small and very select company and that all vital action will be initiated by a few." So, with a collection of classified and organized human experience, books, the college must be fitted to lead men and women to the confines of the known and to project for them short journeys beyond these limits and into the unknown.

The second of these objectives, that of organizing and assembling, is that the material must be so organized that those in charge of library equipment shall know the specific location of each item and shall be able to produce it for use on call in the shortest time consistent with the size of the collection; and that the collection however large or small, shall be assembled as one collection, so that the entire equipment shall be located in one building.

While the library collection should have its home in the most imposing and most centrally situated building on the campus, it does not even imply that every professor shall find his way across the campus each time he needs to consult a book. That plan is antiquated, expensive, cumbersome, and time consuming. How can we explain our economy if we demand that a five thousand dollar man walk across the campus to get a book when a telephone call and a two dollar a day boy with a bicycle or auto can deliver the book to the professor's office almost while the professor is asking. Then all books will be where they belong—those not in the library shall be in the hands of the user, all others on the shelf in the library ready for service.

The third objective, distribution for service, then, is that any book that may leave the building may be delivered into the hands of a professor or graduate student almost instantly upon telephone call and returned to the library by the same process when it shall have served the borrower.

The fourth objective, the staff of the college library, is the most important, next to the book equipment itself. Without the staff even the books are of slight use in the hands of most students, and a much depreciated service even in the hands of the skillful. I name the library staff; that body of well-educated, scholarly inclined, personally devoted men and women who gladly give their time, energy, and life itself in unselfish devotion to helping others accomplish their desires, and without thought of personal gain or self aggrandizement. I know of no service that requires for its success more complete unselfish devotion of the individual to the good of others than that of library service.

The efficient staff of the college library is composed of two very distinct types of persons on the basis of the kind of service rendered. They are not, however, unlike in their scholarly tendencies nor in their devotion to the service of others. One group is the organizing group, who organize human experience into a closely and logically related whole or series of related units as the architect organizes building materials into a unified building. These are less related directly to personal service, yet every act of their professional career is for the service of, to them, an unknown individual, but a conscious and devoted service none the less. These are not designated to the world as scholars, yet that is their distinctive characteristic. They are scholars in definite lines, usually more general in their grasp than the faculty, but none the less definite and accurate, although less likely to be producers either as speakers or writers on a specific subject. This is the larger group, in fact the chief group, and frequently the only group of scholars found in our present day libraries. They are the technical librarians on the side of organization. Beyond the organization service we have as yet progressed but a short distance. The so-called reference librarian, whether one or many, is the only member of the present staff who has gone beyond the province of organization, and he usually branches off and finds a part of his service in that field. He is usually the only member of the staff known to, and therefore appreciated by the student investigator. The reference librarian has the strong support and commendation of research worker and investi-

gator, because these persons consciously need the service of the reference librarian. They remain in ignorance of and frequently in indifference to the others in the staff just as devoted in their respective lines, and without whom the reference librarian would be of no avail.

The second group of the staff yet to be developed is an organized group of reference or service librarians, a battery of helpers. There is quite as much reason for having a reference librarian in each of the well defined fields of scholarship and investigation as there is for having a group of professors in that field attached to the faculty. The professors will need much bibliographic help if they are alive and economic, and the students in that line will need bibliographic assistance which the professor cannot adequately and economically give, if he serves well in his own province. It is not only unfair, but shows a lamentable lack of comprehension of the nature and scope of scholarship to expect one or two reference librarians to know well the bibliography of all the subjects that make up the curriculum. Should we find such a person, his salary would exceed that of any one on the teaching staff. We have not yet quite comprehended the real possibilities of the scholarly librarian—the reference librarian, for we have been satisfied with a very superficial view of the possibilities of real scholarship. Our great industries are teaching us much were we skillful enough to comprehend the possibilities now ahead of us and hardly dreamed of. In the modern life every ounce of energy and every machine must work to its limit. Neither our teachers nor our students have yet realized how inefficiently our library work is done as measured by what it might do for the comprehension and habits of the students and the final value and analysis of the subject studied.

We have expected our professors and our advanced investigators to seek out their own bibliographical references, to list them, and to organize them. Upon the whole this means doing a great deal of hard labor that is in no sense a test, and shows no triumph in skill, in the work that distinguishes the scholar and investigator. His test comes in being able to marshal and organize all that is known upon his specific thesis, to concentrate that knowledge and to focus it upon the point at issue. It should be no essential part of his work to find and list references. Such a method is not economic for the individual nor for the growth of scholarship. Men with special scholarly tendencies and insight should be relieved of all the drudgery that is not an

essential part of their service in organizing material and concentrating it toward their thesis.

We do not expect the carpenter to go to the forest and cut his lumber, nor the brick mason to spend weeks in the clay banks and the brick mills. We do not expect the physician to seek out the herbs and distill his medicines. We expect him to show his masterly skill in selecting and combining and reenforcing what others have found and distilled. In his concentrating all to the cure of disease, we lose sight of the others who have made his skill useful to humanity. He has been relieved of non-essential drudgery.

I am not proposing here any new and untried theory of library administration and efficiency. I am only going a little farther than others have gone, so far as I know, much farther than we must go if our library is to be the handmaid of genuine scholarship in its advances into the realm of the now unknown. When I speak of the bibliographic work from which the investigator should be relieved as drudgery, I do not mean to imply that such would be drudgery for the reference librarian. For him it is the business of life, his very soul. By that he lives in the finest sense of that word, that others may have more abundant life.

The undergraduate goes as far as the road is cut out. However, he has so far scarcely started as measured by what we could do if our teachers and the students could realize what a vast universe lies ahead of us but hardly suspected. If our academic classes could be led to apply in their academics what the athlete applies in his activities—if every man in college athletics and collegiate games should try just as hard in those lines as our teachers and students try in their lines, there would not be a stadium nor a competitive game on any campus in the United States. The athlete must do in the next game better than he did in the last. Many so-called students wonder how to get on with less energy and time than he has already given. Anyone can do that. The graduate student, the advance agent of scholarship, the seeker after new worlds, must advance beyond the end of the road and must cross the borders into the wilderness, into the unknown. He is the rare and refined spirit, and it is not economic to have him serve as the pack horse to transport the luggage, however necessary the luggage may be. The college student, if scholarly inclined, must take some of the wilderness journey and at least see a beyond that is related.

I know of no educating influence, no cul-

tural device except human experience, either our own or that of others absorbed by us. Those and only those institutions that put us in possession of life's experiences are to be deemed educational. Under this test the library stands at the top of the list, and whatever economy can be employed that will give the largest round of experience in the shortest time with the least effort is the most efficient. I cannot resist, however, the opportunity to suggest some cautions upon the use of libraries, being aware that my caution will have a strange sound coming from one who has given half his years to making a library useful, and in every way in his power aiding in the establishment, organization, and maintenance of libraries. We all know that one may hold a penny so close to the eye that the glory of the sun may be obscured thereby. Just so we may cling so closely to the book, the printed page, that we forget that all books and all pages were made by men, and for men, and that we too, are men and by that inheritance we have both duty and obligation to vary our experience and our opinions, and to produce differently from what our ancestors produced.

Many illustrations may be cited in the scope of the world's history showing how and where the living men have yielded so completely to the word and thought of a dead past that progress has been retarded, rather than accelerated by dependence upon the past, commonly called authority. I shall mention but two examples, and these have been so well stated by others that I quote in order to heighten facility of statement and of understanding. In Robinson's *Mind in the Making* under "Beginning of Critical Thinking," he says, "The chief strength of the Greeks lay in their freedom from hampering intellectual tradition. They had no venerated classics, no holy books, no dead languages to master, no authorities to check their free speculation." They were spared the killing influences of imitation and authority. My second quotation shows as well the results of tradition and formalism and imitation as the former quotation shows the results of the lack of it. Putnam in his *Books and Their Makers* sets forth more clearly than I have found it elsewhere the life and death contrast between the fourteenth and fifteenth centuries in Europe. In many periods of history we have passed from spontaneous outbursts of new enthusiasms into a dead formalism. Contrasting the fourteenth and fifteenth centuries Putnam says: "Patient acquisition took the place of proud inventiveness; laborious imitation of classical authors suppressed originality of style. The force of mind which in the four-

# THE LIBRARY JOURNAL

March 15, 1931

## Editorial Forum

THE EXECUTIVE BOARD at the midwinter meeting, proceedings of which were not reported until this month, certainly had their hands full and covered a remarkable range of ground. Five-year programs are now the fashion and the Board looked even further ahead in considering A. L. A. activities for the next decade. Such foresight is peculiarly necessary in view of the larger budget which A. L. A. activities now require and to this the Board are wisely giving very special attention. A. L. A. members have reason to be grateful to their representatives on the Board for it is at no little self-sacrifice that their representatives execute their varied tasks and reach difficult decisions.

THE LADIES, who constitute so large a majority of the A. L. A., are coming to their own in nominations for the leading offices in view of the fact that not only is a woman nominated for President but the first names for the first and second Vice-Presidents are of the dominant sex. Josephine Rathbone will be the fifth woman President of the A. L. A., one of her predecessors having been Mary W. Plummer, her predecessor also as the head of the Pratt Library School. It is peculiarly fitting that this school should thus have recognition for in proportion to its accommodations its good repute has brought to it students from an unusual number of our states as well as from several foreign countries and its diploma is the best of evidence of thorough training. Miss Templeton has done such excellent work at the South that her election would be peculiarly graceful, if as is expected the 1932 conference should be held at the South, although it would be a deserved compliment to Yale and to Professor Rush, henceforth to be associated with it as Associate Librarian, if he should be designated at the New Haven conference. Miss Ideson has also done good work at the South and has a strong rival for the second Vice Presidency

in Miss Winsor of Newark who is especially appreciated for her work with and in succession to the honored and lamented John Cotton Dana. The committee on nominations, it may be added, has again considered that more than one candidate for the presidency may be nominated, but it is justified in concluding that the experiment in this direction some years ago resulted in such an unsatisfactory fashion that it seems desirable that only one candidate should be presented for the ranking position.

FEW A. L. A. conferences have offered more interesting and varied attractions than that at New Haven, June 22-27, in connection with the remarkable bus journey throughout western New England which Mr. Faxon's knowledge and experience has enabled him to plan. Yale has been for the past year the central point of pilgrimage for visitors from overseas and at least a couple of thousand home folks will rejoice with Professor Keogh in congratulating Yale on the magnificent achievement of the Sterling Library. No journey could be more delightful than that up the Connecticut Valley across the Green Mountains in Vermont and south through the Berkshires, and Mr. Faxon has arranged for the best possible hotel and bus accommodations at the least possible cost.

DESPITE the result of the recent primary election in Chicago it is yet to be hoped that the citizens of the mid-west metropolis may put aside party names and make common cause against the disgrace of their city by the combination between politics and the underworld, a consummation devoutly to be wished, not least by librarians for not only the A. L. A. conference but the meetings of the International Association are to be held there in connection with the 1933 Chicago Centennial Celebration. Unless New York and Chicago make clean-ups, visitors from abroad will be discouraged from venturing at the port of entry and at their final destination into the worst municipal conditions that exist in the world and indeed home attendance will not be promoted by the fact that the most notorious of Mayors is to be the presiding genius of the new Centenary Exhibition. One of the outrageous incidents of his previous term was the banishing from the schools of Professor Muzzey's *American History*, an outrage on which lurid light was thrown by the outcome of Professor Muzzey's suit when it was acknowledged that the writer

of the report never read the book and the signer never read the report itself. At one time indeed there was danger that his Dishonor the Mayor's prejudices against one George V might cause an attempt at expulsion of all reputable histories from the public library, so that the library profession had special reason to be alarmed at the combination of politics and ignorance thus rampant.

THE VESTAL Copyright Bill, to which librarians throughout the country had given such loyal support since the publishers' concession to them in the matter of importation, would have been passed on the last day of the expiring Congress as was the case in 1891 and 1909 but that it was ground out in the floods of talk from filibustering Senators not interested in the Copyright Bill but opposing other measures. The entire morning's session of the Senate was occupied by the Oklahoma Senator talking against time and against an oil measure when a vote on the Copyright Bill was to be taken with the expectation that more than two-thirds of the Senate would be recorded in its favor. Mr. Cannon, the Chairman of the A. L. A. Committee, did his part in the House hearings and there was general agreement among most of the interests involved although there was some underground opposition. There is every hope that this Bill or an alternative Bill more satisfactory may win out in the 72nd Congress, although some features of the Rome Convention under which we must now enter the International Copyright Union have aroused criticism, perhaps selfish only, on the part of certain interests.

## Library Chat

### A Saint For Librarians

IN THE MIDDLE-AGES when busy men of like interests associated themselves in craft-guilds, each group honored a particular saint. When the members of the guild met in their hall, the patron saint was, perhaps, imagined to be present to impart a special benediction upon the gathering. Embodying the ideals of guild-members, he hovered somewhere above their heads; and, while the craftsmen rejoiced to meet in friendly fashion about the banquet table, more closely still their minds united, in cherishing beneath laughter and jest the image of the saint. Perhaps the guildsman, who

must work apart from his fellows, sought in the saint a defense against loneliness and dolor. And surely, meditation upon the exemplar of the craft served as a spur to laggard zeal, renewed the vision of the perfect pattern, and bade the hand hold and improve its cunning.

We should not have let them go,—the wise, kind saints, who, while guarding the guild, cheered and inspired each member. The beneficence of patron saints is needed by many twentieth century groups, the fraternity of librarians among others. Yes, we could do with a saint, we who traffic in dreams and visions all day long. Those vari-coloured volumes that pass the loan-desk in two steady streams, oppositely flowing, are, indeed, dreams enclosed, and, to handle them rightly, librarians need more tact and skill than textbooks or even long experience can impart.

I would recommend to librarians St. Columba. Fourteen hundred years ago, he lived in Ireland, a saint, who passionately loved both books and people, and who, therefore, seems eminently worthy to guard and direct our guild. How fortunate that no other has already bespoken him!

About the year 521, when Ireland had been Christian for scarcely a century, Columba born to parents of royal descent, who dwelt in Donegal. As a youth, he studied in the monastic schools of Moville, of Clonard in Meath, and of Glasnevin near Dublin. Having been ordained a priest, he traveled about Ireland, teaching the people and founding churches and monasteries.

Once he borrowed from his former instructor, Finnian of Clonard, a collection of psalms in the Latin language. So great was Columba's joy in the book that he could not bear the thought of parting with it. He, therefore, made a fair copy with his own hand, working with furious rapidity during long hours that he might not be tardy in returning the Psalter to its owner. Imagine him at midnight in his lonely cell, busy with parchment, quill and ink. Cold, perhaps, and weary, he thought only of the precious book, and by the flickering light of a candle, he worked until the task was complete. Then old Finnian dealt cruelly with Columba, refusing him permission to keep the copy. The King of Ireland, to whose judgment the question was submitted, quoted from the Brehon Laws, "To every cow belongs its calf," and added, "To every book belongs its copy." So, Columba was forced to surrender his treasure. Being a man of action as well as a book-worm,

*(Concluded on page 277)*

## Librarian Authors

ULA WATERHOUSE ECHOLS is a product of the Middle West. She was born in Iowa, but her family moved shortly to Nebraska where she has lived the greater part of her life. Her early education was received in the public schools of Omaha, Nebraska, and as her father is an educator in the State it was taken for granted that she would follow that profession too. Consequently, she graduated from the kindergarten course at the State Normal and taught for three years before she was married.

"In order to be the proper kind of author," says Mrs. Echols, "one should have written early in childhood, but save for a few most melodramatic plays enacted with great gusto by the neighborhood children, the literary output of my younger days was nil. I hadn't loathed composition at school, however, so between dusting and dish-washing I clicked at a typewriter and tried to produce something salable."

After her husband's death she desired a complete change from anything that she had done before so she entered the Public Library in Omaha and, since her inclination was toward children and her training and experience with them, her work started in the Juvenile Department. Feeling the need of training in library work, she went to Pratt Institute of Library Science and, after graduating from there, went back to Omaha as Supervisor of Children's Work. After three years, however, the call of the East was strong and she returned to New York as school librarian in one of the New York Public Library branches and attended Columbia University. She attended Dr. Robinson's classes in Juvenile Story Writing and began to take up juvenile story writing in earnest. The following year she was asked to organize a children's department at Girard College in Philadelphia. Here she found a large group of real boys devoted to tales of knights and chivalry and as tales of Charlemagne, which were within their comprehension, were singularly lacking she set to work on *Knights of Charlemagne*, published by Longmans, Green in 1928. These legends and romances of the Charlemagne cycle are told directly and simply with spirit. The incidents are arranged in chronological sequence carrying over from chapter to chapter the interest and suspense.

In the fall of 1928 Mrs. Echols received a year's leave of absence from Girard College and with Miss Mildred Pope jaunted about



Mrs. Ula Waterhouse Echols

Europe on a distinctly pleasure trip. They visited many countries and browsed about the cities, but their special delights were Munich, Florence, and London.

Mrs. Echols tells that she was a most voracious reader of everything that she should and should not read when a child and as she says "particularly when I should have been of assistance to my mother in the kitchen. My father's large and varied library was culled and partially digested, my greatest joy being history. I scorned dolls, loved the sports of boys, and spent much time writing plays and urging my playmates to act them with me." She goes on to say, "I have probably one of those scatter-brained minds that psychologists have little use for because I am interested in many things, and have no particular hobby. My chief ambitions in life are to have a home in the country, to see more of the world, and to write at some time in my life a book worthy of the Newbery Medal."

# Current Library Literature

## ALPHABETIC ARRANGEMENT

*Filing Rules for the Arrangement of the Dictionary Catalog of the Public Library of Cincinnati and Hamilton County.* Revised. Cincinnati, 1931. pap. 43 p.

Two new rules have been added to the edition of 1928 and another changed to agree with Rule 78 of the A.L.A. Catalog rules.

## ART LIBRARIES

Abbot, Etheldred. Art departments of city libraries. *Special Libs.* 22: 12-13. 1931.

"A few months' experience in the library of the Chicago Art Institute has shown conclusively how many teachers in schools and colleges, how many inexperienced undergraduate students, in addition to the general reader or the writer of Club papers are groping blindly about for aid. Letters come from the Gulf of Mexico to Canada, and from the extreme East to California, asking questions which could be answered easily by the nearest good-sized public library, or by the Library Commission in the writer's own State. . . . Until a list of Art libraries is available, and the possibilities made known, librarians, without the necessary books and other aids on their shelves, are almost entirely at a loss where to turn for help."

## BARODA (INDIA) STATE LIBRARIES

Dutt, N. M. *The Baroda Library System.* Baroda, India: Central Library, 1930. pap. 11 p.

Paper read at the First All-Asia Educational Conference, Benares, Dec. 1930, by the Curator of State Libraries, Baroda. The Central Library has 93,849 books, of which 52,000 are in English, the remainder mainly consisting of Gujarati and Marathi works. All the 45 towns of the State, as well as 698 of the villages, have established free public libraries.

## BORSTAL LIBRARIES

Jones, E. K. Libraries in the Borstals. *Lib. Jour.* 56: 120-122. 1931.

The Borstals are correctional institutions in England for boys from 16 to 21. Of the boys trained there 65 per cent "stay straight" afterward. The library is regarded as an important part of the system.

## BOSTON (MASS.) PUBLIC LIBRARY. DEFOE COLLECTION

Haraszti, Zoltán. A great Defoe library. facsimis. *More Books.* 6: 1-14. 1931.

The Defoe exhibit on view in the Treasure Room for three months has four hundred items. "No other library, not even the British Museum, possesses as complete a collection of Defoe's works. And what is more amazing still, the Boston Public Library could arrange another—and perhaps even a third—exhibit that would be an almost exact replica of the present exhibit." The collection was purchased two years ago from Professor William Peterfield Trent of Columbia University.

## BRANCH LIBRARIES. See CHICAGO (ILL.)

PUBLIC LIBRARY, HENRY F. LEGLER REGIONAL BRANCH; LIBRARY PUBLICITY; REFERENCE DEPARTMENT; STAFF DUTIES

## CATALOGING

Coe, F. R. Cataloging for small libraries. *Wilson Bull.* 5: 373-376. 1931.

By the Chief Cataloger, Massachusetts State Library. "The more Library of Congress cards become the custom in the small libraries the more we need a printed form, from some library-supply house, to be used as a go-between from the book to the Library of Congress cards when received."

See also ALPHABETIC ARRANGEMENT

## CHICAGO (ILL.) PUBLIC LIBRARY. HENRY F.

Intended to index with brief annotation, or excerpts when desirable, articles in library periodicals, books on libraries and library economy and other material of interest to the profession. The subject headings follow those in *Cannons' Bibliography of Library Economy*, to which this department makes a continuing supplement. Readers are requested to note and supply omissions and make suggestions as to the development of this department.

## LEGLER REGIONAL BRANCH

Field, P. I. The work of a regional branch. *Lib. Jour.* 56: 151-154. 1931.

The Legler Branch, in addition to its own annual circulation of over 600,000 volumes, supplies books and gives reference service to 11 branches, 6 sub-branches, one junior college, 3 senior, 3 junior high schools, as well as 5 deposit stations and one business house library. The second regional branch, the Frederick H. Hild, is nearing completion.

## CHILDREN'S LITERATURE

Nowell, Charles. Books for young readers. *Lib. Review.* Spring 1931. p. 11-16.

"These easily-read books do one thing which other and better books fail to do. They capture the imagination of the reader who is beginning to read complete books and long stories. They hold him enthralled and give him another world in which to live, a world very different from the one which familiarity has robbed of most of its charms; and by these books the reading habit is more often acquired than by any other method. That is why school libraries should concentrate on fiction, so that the child will continue to want to read books when he leaves school."

## COUNTY LIBRARIES

*New York State Education*, published by the New York State Teachers' Association monthly except in July and August, has illustrated articles on county library work in Monroe, Chemung and Tompkins counties in its issue for January 1931 (v. 18, no. 1).

Tyler, A. S. Rural adult education and the county library. *Libraries.* 36: 62-67. 1931.

Address given at the Convocation of the University of the State of New York, Oct. 17, 1930. "In any adequate picture of effective rural library service there must be the informed, efficient, sympathetic service of skilled, trained librarians, having personal contacts with community projects, rural workers, schools, and branch library custodians. Back of the county library service there is the state education system for both schools and libraries, with vision, stimulus, guidance and supervision, alive to the changing requirements of education for youth and adult in a changing civilization."

## DENVER (COLO.) PUBLIC LIBRARY. EUGENE FIELD BRANCH

Wyer, M. G. The Eugene Field branch library. *Lib. Jour.* 56: 119. 1931.

Eugene Field's former home in Denver has been moved to Washington Park and converted into a branch library.

## FISK UNIVERSITY, NASHVILLE, TENN. LIBRARY

Shores, Louis. Fisk University's new library. *Lib. Jour.* 56: 107-110. 1931.

Erected and equipped the library of this Negro university cost about \$350,000. The present collection numbers 30,000 volumes, and there is room in all for 150,000.

## FOSTER, WILLIAM EATON, 1851-1930

Sherman, C. E. William E. Foster, 1851-1930. *Bull. of Bibl.* 14: 41-45. 1930.

"When William Eaton Foster laid aside his duties as Librarian of the Providence Public Library in February, 1930, and was honored with the title and the office of Librarian Emeritus for life by an appreciative Board of Trustees, he had the rare distinction of having not only organized and established a public library but also of having been its directing force for nearly fifty-three years, a record probably unequalled in the library history of our country."

## GOVERNMENT DOCUMENTS

Boyd, A. M. *United States Government Publications as Sources of Information for Libraries.* *Wilson*, 1931. cl. 320 p. \$4.

Complete revision of a mimeographed manual bound up in book form in 1927 for use of students in the University of Illinois Library School. Partial contents: Government Organization and Nature of Publications; Printing and Distribution; Catalogs and Indexes; Publications of Congress; Publications of the Executive Department (four chapters); Independent Establishments. The Appendix briefly considers adequate bibliographical forms in which to record documents. Otherwise the book does not discuss cataloging of government publications.

## INTERLIBRARY LOANS

Winchell, C. M. *Locating Books for Interlibrary Loan; with a Bibliography of Printed Aids which Show Location of Books in American Libraries*. Wilson, 1930. cl. 170 p. \$4.

Originally prepared as an essay for the M.S. degree at the Columbia University School of Library Service, under the personal direction and supervision of Isadore G. Mudge. "The arrangement of the bibliography is alphabetical by subject except for the general library catalogs which are grouped alphabetically in a section at the beginning. . . . Only a selection is included of printed catalogs of libraries, those chosen being of unusual merit due to their age, extensive resources or specialized field."

## LIBRARIANSHIP

Dickinson, C. W., Jr. Library work as a vocation. *Virginia Libs.* 3: 74-78. 1931.

Radio talk delivered by the Supervisor of School Libraries and Textbooks, State Board of Education.

## LIBRARIES

Bushnell, G. H. *The World's Earliest Libraries*. London: Grafton, 1931. cl. 58 p. 3s. 6d.

Libraries of the Babylonians, Phoenicians, Hebrews, Essenes, etc.

## ASTA

First All-Asia Educational Conference. *Papers Offered to the Library Service Section*. Ed. by S. R. Ranganathan, librarian, Madras University, and Secretary Madras Library Assn. 41, Singarachari St., Triplicane, Madras: The South Indian Teacher, 1930. pap. 132 p. Rs. 0-12-0 plus postage.

Short papers on Indian, Persian, Chinese, Philippine and other Asiatic libraries, with some other papers from Occidental librarians. The first two papers are attributed to "Miss" Joy Elmer Morgan, editor of the *Journal of the National Education Association*.

## DENMARK

Riedewaldt-Schott, K. Publicity work in Danish libraries. *Lib. Jour.* 56: 122-123. 1931.

Publicity methods in the library of Odense, Fyen County.

## SOUTHERN STATES

Barker, T. D. Libraries in the South. *Lib. Jour.* 56: 165-169. 1931.

By the A.L.A. Regional Field Agent for the South. Describes the county library activities of the Rosenwald Fund, the construction of new library buildings, and the increase in library service to Negroes.

## LIBRARY SERVICE

Koopman, H. L. Flexibility vs. rigidity in library planning. *Lib. Jour.* 56: 105-107. 1931.

The problems of departmentalization, classification, standardized cataloging, and expansion of the library building. "What is now called the old library at Brown University was built in 1878. At its dedication two of the orators praised it as meeting the library needs of Brown University for long centuries. Actually, the building was completely filled in twenty and was abandoned in thirty-two years. . . . We who planned the John Hay Library resolved that the University Library should never have to move out of it. We planned it definitely with reference to extension and also, what is almost as important, capable of considerable modification within."

## LIBRARY PUBLICITY

Martling, Lyndell. Selling the branch library to the community. *Lib. Jour.* 56: 159-162. 1931.

Colorful and definitely worded posters, collections of national arts and crafts in foreign districts, community clubs and vocational files are some methods of bringing the branch library close to the community.

See also LIBRARIES, SUBHEAD DENMARK.

## MICHIGAN, UNIVERSITY OF. LIBRARY.

Keeney, P. O. Graduate library facilities at Michigan. *Lib. Review*. Spring 1931. p. 17-19.

Four Graduate Reading Rooms are supervised by a trained librarian and assistant for each reading room. The assistants are selected from the classes in the School of Library Science and paid \$1200 a year. When not otherwise engaged they do certain routine tasks for the general library.

This article is followed by "Notes on Mr. Keeney's Article," by George H. Bushnell, who discusses the

arrangements for graduate students in the libraries of St. Andrew's and Birmingham universities.

## OXFORD UNIVERSITY. COLLEGE LIBRARIES.

Hill, R. H. The projected union catalogue of early books in Oxford College libraries. *Lib. Assn. Record*. 3rd ser. 1: 1-7. 1931.

Under the auspices of the Bodleian, the Colleges, and the Oxford Bibliographical Society, typed lists of all books printed before 1641 of which the colleges possess copies will be prepared, and consolidated in a card catalog housed in the Bodleian. For an earlier account of the project see Gibson, S. Library co-operation in Oxford. (Oxford Bibliographical Society. *Proceedings*, v. 2, p. 201-5. 1929).

## PUBLIC LIBRARIES

Leggatt, D. R. To what red hell? *Lib. Assistant*. 24: 41-44. 1931.

A glimpse into the public libraries of the twenty-first century, when attendance at libraries is compulsory, when all readers are psychoanalyzed on entering the library, and the librarian and staff have given place to a solitary figure in dungarees with an oil-can in his hands.

## ITALY

Gregori, Luigi de. Libraries on the first floor. *Lib. Jour.* 56: 163-165. 1931.

Translated by Emily Van Dorn Miller. Advocates a National Italian Library, lacking till now "because, for historical reasons, we have to carry on our shoulders as many national libraries as there were states of old divided Italy."

## REED COLLEGE, PORTLAND, ORE. LIBRARY

Unger, N. A. The new Reed College library. *Lib. Jour.* 56: 115-117. 1931.

The Eric V. Hauser bequest of \$100,000 plus \$30,000 covered building and equipment. The building is English collegiate Gothic in style to conform with the campus architecture.

## REFERENCE DEPARTMENT

Morgan, Vera. Reference work in branch libraries. *Lib. Jour.* 56: 155-159. 1931.

"The theme of all those [few] articles that have contrived to find their way into print is that the branch has made itself a powerful force in community activity by adequately answering the community demands and by making the people conscious of the fact that every problem, even every speculation can be carried to the branch reference librarian for aid or for solution." The modern trend is toward a supervisor of branch reference work in the main library building with a trained reference worker in each branch, as at the Queens Borough (N. Y.) Public Library.

## RESEARCH, BIBLIOGRAPHICAL

Hering, H. W. The research library and the research librarian. *Special Libs.* 22: 7-11. 1931.

By the librarian of the Missionary Research Library, Union Theological Seminary, New York City, which steers an even course between the modern tendency to leave an investigator to fend for himself, using the card catalogues, indexes and open shelves; and the former practice of making every approach to library materials through the library staff.

## RICHMOND (VA.) PUBLIC LIBRARY

Ayer, T. P. The new public library in Richmond. *Lib. Jour.* 56: 111-115. 1931.

Site and building were provided by a bequest of Mrs. Sallie May Dooley. Both with equipment amounted to about \$543,000.

## ROYAL GEOGRAPHICAL SOCIETY. LIBRARY

Crone, G. R. The library of the Royal Geographical Society. *Lib. Assn. Record*. 3rd ser. 1: 8-13. 1931.

The Society celebrated its centenary last October. The Library's 40,000 books and 15,000 pamphlets consist chiefly of works of topography and travel, general scientific works, and works dealing with the history of exploration and of geographical theory.

## ST. MARY'S COLLEGE, BLAIRS, SCOTLAND. LIBRARY

Hay of Seaton, Major. The Blairs College library. *Lib. Review*. Spring 1931. p. 2-6.

"St. Mary's College, Blairs, the Catholic seminary on the banks of the river Dee, five miles from Aberdeen, celebrated in 1929 its centenary. Few people, however, realise that the college has roots reaching far back into

(Concluded on page 276)

# Report of the Committee on the Encouragement of Research

*To the American Library Institute:*

Your Committee for the Encouragement of Research begs to submit its third annual report covering the year 1929-30. This Committee would have been better named if it had been called a Committee for the Encouragement of Productive Scholarship, for which there is evidently a great need. Dr. C. C. Williamson in his article on "The Place of Research in Library Service," in *The Library Quarterly*, number one, states his senior students had examined the professional journals for a long period of years and had found very little material that would "meet the minimum requirements of contribution to knowledge through original research. . . . The paucity of such material has been startling." An examination of the three reports of your Committee indicates that the major part of the research work recorded has been produced by the younger members of the profession.

The first report of the Committee records scholarly productions in book or pamphlet form by twenty-one librarians, of which three are Fellows of the Institute; the second report twenty-four, of which seven were Fellows; the third report shows fourteen, of which five were written by Fellows. Theses presented in partial fulfillment for Masters' degrees and articles in magazines and professional journals are not included in this year's report.

The Report of 1930 included a list of works on "Libraries and Reading," published by the U. S. Bureau of Education, which represented investigational work pursued by students and teachers in universities. This annual list is available in the Bureau's *Bulletin*. In this year's report the titles included represent the serious work of librarians in whatever field their researches carried them. The advisability of including any bibliographies has been questioned, but some works in this class indicate extensive investigation. The basis of the list of subjects suggested for research was suggested by the Committee on Curriculum Study a year ago. The previous list was not published. The textbooks on various phases of library science are not included.

The account of the scholarships and fellowships available for librarians is not presented as a part of this report as it is available in the annual report of the Board of Education for Librarianship. To that list should be added

five scholarships of \$5,000 each offered by Emory University Library School, Atlanta, Georgia, and the scholarships offered by the Graduate School of Library Science of the University of Chicago. The former are open to southern men holding bachelor degrees from approved colleges.

H. O. SEVERANCE, *Chairman*

## 1. RESEARCH WORK BY MEMBERS OF THE LIBRARY PROFESSION COMPLETED 1929-1930.

Barrow, John. Day Missions Library, New Haven.

*Bibliography of Bibliographies of Religion.*

Barwick, G. F. British Museum Library.

*The Reading Room of the British Museum.* London: Benn, 1929.

Bliss, Henry, Associate Librarian, College of the City of New York.

*Organization of Knowledge in Classification for Libraries.*

Condensed system of classification for libraries.

Bolander, Louis H., Assistant Librarian, U. S. Naval Academy, Annapolis, Maryland.

*Bibliography of Naval Literature in the U. S. Naval Academy Library.* 281p. 1930.

Bostwick, Arthur E., Librarian, St. Louis Public.

*The Public Library in the U. S.* American Library Association, 1929.

Brown, Charles H., Librarian, Iowa State Library.

*Budgets, Classification and Compensation Plans for University and College Libraries.*

Study partially completed and published. Further work postponed. Supplement to the Telford report. 1930.

Cole, George Watson, Librarian Emeritus Henry E. Huntington Library.

*A Survey of the Bibliography of English Literature 1475-1640 with Special Reference to the Work of the Bibliographical Society of London.*

Crompton, Margaret.

*Technique for Describing the Reading Interests of Adults.* (Doctor's thesis U. of C. Grad. Lib. School, 1929.)

Geiser, Cynthia B., Library University of Hawaii.

*A Survey of the Junior and Senior High School Libraries in Hawaii.*

Hannay, Annie M., Bibliographical and Reference Assistant, Bureau of Ag. Economics Library.

*Constructive Production of Agricultural Products by Governments.*

Prize of the Eunice Rockwood Oberly Fund.

Hester, Edna A., Librarian, Pomona High School and Junior College.

*Cooperative Bibliography for Junior College Libraries.*

To be published by the American Library Association Publishing Board.

Koch, Theo. W., Librarian Northwestern University.

*Antonio Fogazzaro.* Edited and translated by T. W. Koch. The Roxburghe Club of San Francisco.

Meisel, Max. Formerly librarian, now with the Premier Publishing Company, New York.

*Bibliography of Natural History; the Pioneer Century 1769-1865.* v. 3. Brooklyn. Premier Publishing Company, 1930.

Severance, Henry O., Librarian, University of Missouri.

*Michigan Trailmakers.* George Wahr, Ann Arbor, 1930.

Van Hoesen, Henry B., Librarian, Brown University, and Johnson, Allan C.

*Papyri in the Princeton University collections (in John Hopkins University Studies in Archaeology), 1930.*

Wedemeyer, Mary L., Ann Arbor, Michigan.

*Bibliography of Robert Frost.*

Winslow, Amy, Assistant Librarian, Indianapolis, Indiana.

*Data Pertinent to the Advising of Adult Readers* (Doctor's thesis, U. of C. Graduate Library School, 1929).

## 2. RESEARCH WORK IN PROGRESS IN 1930.

Bolander, Louis H., Assistant Librarian, U. S. Naval Academy, Annapolis, Maryland.

*Captain Lambert Wickes of the Navy of the Revolution.*  
A biography.

Coney, Donald, Assistant Librarian, University of North Carolina.

*First Edition of American Authors to Supplement Foley's First Editions.*

Library Association (London) Committee to investigate the durability of paper. Preliminary reports printed under titles: *Perishing Records of the Age and Durability of Printed Papers and Manuscripts* by Norman Parley.

Lydenberg, H. M., Assistant Director, New York Public Library.

*Study of the Deterioration of Paper and the best Methods of Preserving the Books of the Last Generation.*

Morley, Linda H., Librarian, Industrial Relations Counselors, Inc., New York.

*Histories of Libraries in Industrial Firms.*

Mulhauser, Roland, Librarian, U. S. Industrial Reformatory, Chillicothe, O.

Bibliography of Library Service to Correctional Institutions such as: hospitals, reformatories, prisons, etc., was confined to "Prison Libraries."

A selected list of titles from this Bibliography was published by the Russell Sage Foundation as "Prison Libraries."

Pellett, M. E., Librarian, The Port of New York Authority.

*Water Transportation Bibliography.*

Severance, Henry O., Librarian, University of Missouri.

*The Story of a Village Community.* (In press.)

Haykin, D. J., Library of Congress.

*Index to Academic Commemorative Publications.*

Hopes to complete by June 1931.

Smith, Charles W., Associate Librarian, University of Washington, Seattle, Washington.

*Union List of Manuscripts on the Pacific Northwest to be Found in the Libraries of That Region.*

Smith, Elva S., Head of Boys and Girls Department, Carnegie Library, Pittsburgh.

*History of Children's Literature from the Time of St. Augustine, 597-1800 A. D.*

Preliminary work is done.

Thurber, Evangeline, Assistant Reference Librarian, Ohio State College of Agriculture.

*Index to Biographies of Librarians.*

Also, *Index to Dialects to be Arranged by Author, Title, and Subject.*

Upton, Eleanor S.

*A Guide to Sources of Seventeenth Century English in Selected Reports of the Royal Commission on Historical Manuscripts.* (Ph.D.)

Walter, Frank K., Librarian, University of Minnesota, Minneapolis.

*Introduction to the Making and Use of Books.*

Outline history of libraries and the library movement.

Wayward, Mrs. Katherine, Vail Librarian. Chairman of the Committee of Electrical Engineering of the Special Libraries Association.

*A List of Recently Published Bibliographies in Electrical Engineering 1918-1928.*

Some fifty periodicals have been searched for these years, and all articles containing five or more references have been tentatively included as well as a large number of book entries and a few bibliographies separately published.

### 3. SUGGESTED PROBLEMS FOR INVESTIGATION.

The problems suggested in last year's report are still available for any librarian who may desire to select one of them for investigation. Whenever a librarian selects a topic for his study, he should notify the Chairman of the Committee so as to avoid duplication of effort, otherwise another librarian might select the same subject.

*Contribution of the Radio to Adult Education.*

The leaders in the two national political parties relied upon broadcasting over the radio to educate the American people in the principles and purposes of their respective parties.

*Contribution of the Movies to Adult Education.*

More than 90,000 people attend the movies every week.

*An Historical Survey of Certain Phases of Library Extension in the State of Illinois.*

*History of Printing in One's Own State or Locality.*

*International Library and Bibliographical Cooperation. History, Present State, and Trend of the Movement.*

*Rural Library Service. History, Present States, Methods of Improvement for the Future.*

*The Service of the Book Clubs in Forwarding Adult Education and Recreational Reading.*

Note: There are ten clubs such as: the Book-of-the-Month-Club, Crime Club, etc., which circulate about one and one-fourth million books a year.

*Study of Library Service for High Schools, Qualifications of Librarians and the Book Needs.*

Note: Between 3,000 and 4,000 librarians are giving full time service in our high school libraries.

*Story of the "American Library in Paris" Including the Establishment of Children's Libraries and the Five-Year Demonstration Library School.*

*Study of Library Facilities in the City Elementary Schools Where the Platoon or Group System is in Vogue, which would include the qualification of librarians and list of books for such libraries.*

*Study of the Library Facilities for the Junior High Schools and the Improvement of Its Service.*

The study might include the qualifications of the librarian and a list of books indispensable for a junior high school library.

*Study of the Library Facilities Demanded in the Junior Colleges, a List of Books, the Qualifications of the Librarian, and the Organization and Development of the Junior College Libraries.*

Note: There were 153 junior colleges in 31 states in 1926. A multitude of denominational colleges—girls schools, boys schools—all over the country are qualifying for recognition as standard junior colleges (about 30 in Missouri).

*Study of the Rural Schools of Your State with Special Reference to Library Service for Them.*

Note: North Carolina grants a bonus to every rural school which provides a library: six thousand have been established in North Carolina since 1901.

*Public Library Branches in School Buildings.*

The American Library Association has a committee, of which Dr. A. E. Bostwick is Chairman, to study this problem.

*A History of Children's Literature With Special Reference to Present Day Books.*

## Post-Conference Bus Trips

THERE WILL BE a limit of four and a half days before those from the middle west and south have to leave New Haven on the return trip after the A. L. A. convention in June, using the fare-and-one-half round-trip ticket. A most delightful motor-bus trip has been planned, and will be personally conducted by Mr. Faxon, showing the beauties of central and western New England. Registration should be made with Mr. Faxon, with first payment of \$5.00, as early as possible, so that arrangements can be made for hotels and bus seats.

Leaving New Haven Sunday morning, June 28, the busses will go along the shore of Long Island Sound easterly to Saybrook, at the mouth of the Connecticut River, and then follow the river along the high and sightly banks to Hartford, where a stop for lunch and sight-seeing will be made. Leaving Hartford at about 4:30, the party will arrive in

Springfield in about an hour, where the night will be spent at Hotel Kimball, and that evening the Library, Art Museum, and Historical Museum will be open for us.

Monday, June 29, leave Springfield after breakfast, by way of Chicopee, Holyoke and Mount Tom, to Northampton, where a short stop at Smith College and the Forbes Library will be made. The ascent of Mount Tom is included as part of this trip. Lunch will be at Amherst at the Lord Jeffrey Hotel, with opportunity to visit either the Jones Public Library or the Amherst College Library. After lunch the party will go to Greenfield, where the night will be spent at the Weldon Hotel, stopping, however, in Deerfield long enough to visit the old residences in that delightful village.

Tuesday morning, leave Greenfield, still following the Connecticut River north, via Bellows Falls, Vt., to Charlestown, N. H., thence west across the state of Vermont to Manchester for lunch, arriving at Williamstown, Mass., for the night at Williams Inn. There will be a stop in the afternoon at old Bennington, Vt. This will be a delightful day among the hills of Vermont.

Wednesday, July 1, leaving Williamstown, the party will cross the Berkshires twice, east by way of the Mohawk Trail to Shelburne Falls for lunch, and back via the Berkshire Trail to Pittsfield, arriving in Lenox for the night at the Curtis Hotel. There the Lenox Library will arrange for a pleasant evening entertainment.

On Thursday, July 2, leave Lenox for New Haven by way of Stockbridge, Mass., Canaan, Torrington and Waterbury, Conn., arriving at New Haven shortly after noon, so that those holding return tickets may leave on the afternoon trains.

This trip promises to be one of the most delightful we have ever scheduled, and we shall use the best type of busses and stay at the best hotels. The total expense, covering transportation, hotels (two in a room without bath), all meals, and sight-seeing including the ascent of Mount Tom, will be \$43.00 per person, and early registration is desired. Those desiring rooms for two including private bath will pay \$3.00 extra per person; those wishing room alone without bath, \$3.00 extra; room alone with private bath, \$5.00 extra. Two beds will be provided in most cases where two persons occupy one room.

This trip is taken in easy stages, leisurely, total mileage about 475 miles, covering parts of four states, and showing at its best the beautiful Connecticut Valley, the Berkshire Mountains, and the hills of southern Vermont.

It passes through ninety different cities and towns, and pleasant receptions are assured by the library people at Hartford, Springfield, Amherst, Williamstown and Lenox.

F. W. FAXON, *Chairman, Travel Committee.*

## Current Library Literature

(Continued from page 272)

Scottish history, and that it is linked by many historical associations, but especially by its library, with the oldest of all Scottish educational establishments, the Scots College, Paris, which was founded under the auspices of King Robert the Bruce." Monsignor Buti, the librarian, has practically completed indexing and arranging the 30,000 documents in the muniment room.

### SCHOOL LIBRARIES

Hess, E. P. The book report. *Libraries*. 36: 99-101. 1931.

By the librarian of the Bloom Township High School, Chicago Heights. "In our scheme of things for English courses, a book report is required of the student each five-week grade period. . . . This plan totals eight books per year or 32 for four years, truly a creditable showing for a student in one subject. A permanent record card is signed each year, and these in process and in completion are most interesting criteria of student choice and formation of reading taste."

*New York State Education*, published by the New York State Teachers' Association monthly except in July and August, has several articles on school and classroom libraries in its issue for January 1931 (v. 18, no. 1).

Wilson, Martha. *School Library Management*. 5th ed. rev. Wilson, 1931. cl. 209 p. \$1.25.

The fourth edition was published in Oct. 1925. The book is "an attempt to state, in simplest terms, the problem of the library in the school, particularly the smaller one, and to offer practical suggestions as to its equipment, organization, administration and use, and to provide a reference aid in essential library methods for school libraries."

### SHELVES, SLOPING

Stetson, W. K. Sloping shelves. *Mass. Lib. Club Bull.* 21: 8-9. 1931.

Additional notes to two articles published in *LIB. JOUR.* in 1930. The Detroit and Toledo Public Libraries use sloping shelves, and other libraries expect to use them. Seven shelves of fiction under this plan require only 63 inches instead of about 78 which so many librarians use.

### SPECIALIZATION OF LIBRARIES

"And they talked about specialization." *Lib. Assistant*. 24: 28-36. 1931.

Discussion in dialogue form of the desirability of specialization in libraries. "The wise librarian will see that only those of his staff who are specialists by nature are kept on special work, year in, year out. He will not allow an assistant of general ability to immerse himself in accounts, or cataloguing, or reference library work, or in branch library work. He will see that such of his staff who are worth it are trained in all the splendid variety of duties which librarianship offers, so that when they become chief librarians themselves they will at least know their work from A to S, which stands for Salary."

### STAFF DUTIES

Feipel, L. N. *Brooklyn Public Library Branch Almanac*. pap. 24 p.

Designed and prepared by Louis N. Feipel, Editor of Publications, for use in the branches of the Brooklyn (N. Y.) Public Library, "to facilitate the operation of the Branches by providing a convenient ready reference to the many minutiae of internal and external branch administration."

### TENNESSEE, UNIVERSITY OF, KNOXVILLE. LIBRARY

Baker, M. E. The University of Tennessee. illus. plans. *LIB. JOUR.* 56: 117-118. 1931.

The first unit of the new library, to be occupied this month, cost \$300,000 and is collegiate Gothic in style. The reading room is placed at the east end, such a room on the south being impossible in the Tennessee climate.

### UNION CATALOGS. See OXFORD UNIVERSITY. COLLEGE LIBRARIES.

## Library Chat

(Continued from page 269)

he prepared to make war upon Finnian and the High King. Being a nobleman and a leader as well as a Churchman, he was able to gather about him vast numbers of friends who, in the battle of Cooldrevny, A.D. 561, defeated his enemies.

Afterward he sought to expiate the violence by missionary labors in Scotland. On the isle of Iona, he and twelve companions in 563 established a monastery, which became famous for good works. The monks led a busy, useful life. They assembled each day for religious services, dispersing, afterward, to work in the fields, to tend the cattle, or to fish. They devoted much time to copying beautiful books and to studying those which had been collected at Iona. Students came, seeking instruction from the brothers on the island; and missionaries carried thence enlightenment to the mountaineers of the Scottish mainland, and even to the people of distant Iceland.

In 575 Columba went to Ireland to participate in the Synod of Druim-Ceatt. There he secured the autonomy of the Irish colony, Dalriada in Scotland. He also caused the revocation of an edict against the ancient order of bards, in whose poetry he delighted.

Returning to the island he continued his work until his death on June 9th, 597.

In the two important early biographies, the *De Virtutibus Sanctae Columbae*, by Cuimíne Ailbhe and the *Vita*, by Adamnan, a great deal of space is given to the miracles attributed to St. Columba. His ability to see into the future, to describe events before they happened, deeply impressed his followers.

In the Irish monasteries of Derry, Durrow, and Kells, established by St. Columba, tangible memorials suggest the kind of man he was. In the first two places he is commemorated by a well and a stone, meet symbols of inspiration and sturdiness. From Kells comes the book called most beautiful. Some scholars think it is St. Columba's own work. If the marvelous letters were not fashioned by the saint himself, the Book of Kells, wrought in the monastery founded by him and manned by his followers, is, nevertheless, an emanation of his genius.

The love of books that animated St. Columba is the same ardor that, today, leads many men and women into librarianship. There is, then, the link of an identical natural inclination to draw librarians to St. Columba. Moreover, in his story, wholesome advice to the profession can be read. If, like him, we

love people not less than books, if we have his seer's vision, we shall be master-librarians.

The medieval historian has recounted how, in the battle of Cooldrevny, Columba's cause was espoused by many. We, therefore, understand that he was personally popular; and we surmise that the tribesmen's loyal support was their response to Columba's own warmth of heart. However, more clearly than the battle incident, Columba's missionary work proves his love of men. For them he left his home and undertook the life of a pioneer and a wanderer. The story tells about St. Columba's arrival first on the island of Colonsay, nearer to Ireland than is Iona. But from Colonsay he quickly departed, for, so long as the green home-land was within sight, he distrusted his ability to give his whole heart to the country of his adoption. In somewhat the same spirit a librarian turns away from her personal preferences and tries to enter with entire sympathy into the interests of the community which she serves. Of her public, she must almost be able to say, "Whither thou goest mentally, I will go, and thy interests shall be my interests." If she fails to yield her heart to the readers, her dealings with them will be marred by vagueness, or impatience, or patronage.

But how can the librarian see books, the reading-room, and life itself, eye to eye with her public unless she understand that public? Understanding must be gained, even though "Silence" signs and the brevity of the book-charging ceremony preclude the helpful interchange of talk. So, the librarian cultivates an intuitive sense in regard to readers, and the understanding comes. She learns to foresee the turn popular taste is about to take, and her library shelves are ready with new books to meet the new demand. The knack is, in humble guise, St. Columba's gift of divination.

The name by which he was commonly called means "Dove." It is descriptive of the gentle, loving strain in his character. Columkille, an epithet often applied to him, is "Dove of the Church." Another of his names, Crimthann, or "Wolf," discarded in his youth, suggests his qualities of courage, energy and strength.

A life, passed fourteen hundred years ago, speaks through quaint chronicles to the twentieth century! The image of Columba, counseling librarians, recently came with freshness before my mind, and I have yielded to the impulse to suggest to my fellow-workers that he is our own delightful saint.

LORETTA LAMAN CHAPPELL,

The Baldwin School, Bryn Mawr, Penn.

# Children's Librarians' Notebook

**MORE TO AND AGAIN.** By W. R. Brooks. Knopf. \$2.

An amusing and thoroughly entertaining book of animal stories. Jinx, the cat; Ferdinand, the crow; Eeny, the mouse; and the numerous other animals of the Barnyard Tours, Inc., continue the interesting adven-



tures begun in the author's *To and Again*. Tiring of life in the barnyard and of conducting tours over the same routes in Canterbury, the animals organize and conduct a party to the North Pole. The conversation and thoughts of the animals are humorous and though true to life are surprisingly human. The illustrations by Kurt Wiese are delightful. Boys and girls of all ages will enjoy the book for reading and it will be valuable for story-telling.—W.W.

**JOBS FOR GIRLS.** By Hazel Rawson Cades. Harcourt, Brace. \$2.

This book, by the author of the "Twelve to Twenty" page in *The Woman's Home Companion*, where many of these chapters have appeared in a shortened form, is full of reliable, practical information as to jobs accessible, training required and salary to be expected for the girl just starting out to seek independence. It covers almost every profession in which woman has found success, including work that can be done at home. It is not limited to information about specific jobs, but gives good, sound advice with regard to getting a job, keeping it and living with it. Contains a reading list for further reference.

—H. N.

**THE MYSTERY IN NAVAJO CANON.** By Hildergarde Hawthorne. Century. \$2.

Santa Fé and the Navajo country lend a plausible background to this mystery which is solved by two boys from the East. The treasure is of an unusual and rather surprising type and the interest is sustained without too obvious an effort. Not above the average but very readable.—L. H.

**TINA MINA.** By Dorothy Mayer. Houghton, Mifflin. \$1.50.

Tina Mina, pronounced Teena-Meena, is a very stupid child. She always manages to do exactly the wrong thing and say exactly the wrong words. Her predicaments might be those of any child and, except for the fact that nothing ever works out right for her, might put notions into the heads of young readers. Boys and girls from eight to ten years will find much amusement in the mistakes of Tina Mina, and will probably feel very self-righteous when they reach the last sentence "Aren't you glad you are not stupid, like Tina Mina!"—W.W.

**THE LIFE STORY OF A LITTLE MONKEY.** By Ferdinand Ossendowski. Dutton. \$2.50.

Translated from the original Polish. The diary of a chimpanzee, of her happiness in the jungle and of her wanderings in the world of human beings. Through all these vicissitudes she is too much the heroine and the fact that she writes the diary and mentions it from time to time, rather than letting the reader take it for granted, makes the story seem unreal.—L. H.

**TWILIGHT OF MAGIC.** By Hugh Lofting. Stokes. \$2.50.

The story carries us back to the Middle Ages and all the courtly splendor of those days. It is very well written and is an extremely fascinating tale. Giles, who saves the King's life with his magic shell, Shragga the witch, Luke the devoted servant of Giles, and the many other vivid characters will appeal to the imagination of the lovers of fairy tales. Although the subject matter is such that will be enjoyed by children of nine to eleven, the style of the book is too advanced for this group. These young readers will like the story, but there is much beauty and depth to it which they will fail to comprehend.—M. P.



THE CAT WHO WENT TO HEAVEN. By Elizabeth Coatsworth. Macmillan. \$2.

One of the loveliest books of the fall for the eight to ten year old is this appealing story of a Japanese artist and his wistful, reverent little cat, Good Fortune, who finally achieves heaven. The tale has a background of Buddhist legends concerning the various animals who went to bid the Great One farewell at his deathbed. The cat, being proud and haughty, was not included among their number. The unusual illustrations by Lynd Ward are beautifully in spirit with the story.—H. N.

LITTLE RAG DOLL. By Ethel C. Phillips. Houghton Mifflin. \$2.

Miss Phillips has imagination and knowledge of child nature and has written another charming story for small girls. Reading the adventures of the little doll and her friends, Mrs. Thimbletop the fairy, and Grandma Reddy the cat, we quite forget their physical form and find them very human and lovable. Little lessons are tucked away in this simple tale, and will be assimilated by eager little minds.—T. C. B.



Mrs. Thimbletop and the Little Rag Doll

SUN GOLD. By Alice Cooper Bailey. Houghton Mifflin. \$2.

Cynthia and Jerry leave their New England home to go to Hawaii, where their mother had lived. Pluck and vim of those in their 'teens is shown and in overcoming relatives, rather than the usual pecuniary battles, they triumph. As the author lives in Hawaii, one feels the country, but the plot at times is forced and style is lacking. It is not among the best of stories for those in their 'teens.

—A. M. W.

RED HORSE HILL. By Stephen W. Meader. Harcourt, Brace. \$2.50.

A story many boys will like, although some will feel that everything in real life does not always turn out as well as things did for Bud. However, the story of the boy, his dog and the colt he helped train has an appeal to the farm boy or a lover of animals and the outdoors. For boys from 10 to 15 years.—M. W.



SIR BOB. By Salvador de Madariaga (Illustr. by Lynd Ward). Harcourt, Brace. \$2.50.

Story on the order of *Alice in Wonderland* which will be enjoyed much more by the "grown up children." Yram is Mary spelled backward and this is her story—Sir Bob, her father, composing fantastic verses throughout. There is delightful humor in all these that is lost to children. Author is a well-known Oxford scholar. English children may read, but not recommended for the average American children's room.—A. M. W.

GOLDEN RIVER. By Margaret Young Lull. Harper. \$2.

A combination school and outdoor story intended especially for Junior High School girls.

The parts of the plot dealing with Marta Van Vleet's life at a fashionable boarding school have all of the earmarks of the usual girls' school story. Here is the awkward country girl, laughed at and despised by her more sophisticated classmates, in the end winning the valedictory essay contest and making staunch friends and admirers of her sworn enemies. It is when Marta is in the more natural setting of her father's ranch in the delta section

of the Sacramento River that the story becomes really interesting and rises above the ranks of mediocrity. A feud between two factions on the delta is brought to a climax when a flood, most dramatically described by the author, restores peace to the community and shows Jan Van Vleet to be the stalwart, upright man Marta had always known her father to be. There is just a touch of romance in the story, probably enough to meet the demands of the adolescent girl who is looking for a love story. The good sportsmanship and courage of Marta in helping with the rescue work during the flood will appeal to the out-of-door girl who must have action and adventure in her books, while the school story fan will find enough of that element to satisfy her. From a literary standpoint, the book is not particularly outstanding. It is however a wholesome, up-to-date story of modern youth, which may be added to the library collection without hesitation.—C. N.

# In The Library World

## Nominating Committee

### Name A. L. A. Officers

IN PRESENTING the nominations proposed for the A.L.A. for the coming year the Nominating Committee issue the following statement:

"The Committee has considered very carefully the desirability, advocated by a number of members, of nominating more than one person for the presidency. We have come to the conclusion that the character of our Association is unfavorable to a plurality of nominees for this office. We have considered all arguments pro and contra, but since we are not dealing with a political situation in any sense of this word, it would be impossible to adduce a plurality of candidates of equally prominent standing, and the attempt, although tried, has been abandoned. The Committee, however, has succeeded in proposing three nominees each for the office of First and Second Vice-President, four names for the two vacancies on the Executive Board, and ten names for the five vacancies in the Council."

The nominations for the year follow:

#### PRESIDENT

Josephine Adams Rathbone, Vice-Director,  
Pratt Institute School of Library Science,  
Brooklyn, N. Y.

#### FIRST VICE PRESIDENT

Charlotte Templeton, Public Library,  
Greenville, South Carolina  
Charles W. Smith, University of Washington,  
Seattle, Washington  
Charles E. Rush, Teachers College Library,  
Columbia University, New York City

#### SECOND VICE PRESIDENT

Julia Ideson, Public Library, Houston,  
Texas  
Beatrice Winsor, Public Library, Newark,  
New Jersey  
Ernest W. Winkler, University of Texas,  
Austin

#### TREASURER

Matthew S. Dudgeon, Public Library, Milwaukee, Wisconsin

#### MEMBERS OF THE EXECUTIVE BOARD

Sydney B. Mitchell, School of Librarianship,  
University of California, Berkeley  
P. L. Windsor, University of Illinois Library,  
Urbana  
Gratia A. Countryman, Public Library,  
Minneapolis, Minnesota

Samuel H. Ranck, Public Library, Grand Rapids, Michigan

#### TRUSTEE OF ENDOWMENT FUND

George Woodruff, National Bank of the Republic, Chicago

#### MEMBERS OF THE COUNCIL

Henry B. Van Hoesen, Brown University Library, Providence, R. I.

Helen K. Starr, James Jerome Hill Reference Library, St. Paul, Minn.

Eliza Lamb, University of Wisconsin Library, Madison

Anne Morse Boyd, University of Illinois, Urbana

L. L. Dickerson, Public Library, Indianapolis, Ind.

J. T. Gerould, Princeton University Library, Princeton, N. J.

J. O. Modisette, City Bank Bldg., Shreveport, La.

Nathan van Patten, Stanford University Libraries, California

F. L. D. Goodrich, College of the City of New York Library

Adah Frances Whitcomb, Public Library, Chicago

## Letter Sent To

### N. C. Librarians

SINCE 1904 the North Carolina Library Association has steadily tried to contribute to the State's educational advance through the multiplication and improvement of library facilities. Recently it has been most generously assisted by the Citizens Library Movement. The Association sees the effectiveness of the work of both of these organizations seriously imperiled by pending legislation and the Association, together with the Citizens Library Movement, takes this means of calling your attention to the situation. Among the proposals are the following:

1. To cut the salaries of all librarians in state, county, city and other tax supported institutions ten per cent per annum and thereby decrease the effectiveness of the personnel engaged in library service.
2. To cut the salaries of the library staff of the University of North Carolina and the North Carolina College for Women 10 per cent and 50 per cent, respectively, and the book fund of the University 50 per cent.
3. To eliminate entirely from the budget of the Department of Public Instruction the fund which for the past twenty years or more, has been set aside for the upbuilding of school libraries.
4. To cut the staff of the Extension Division of the University, engaged in furnishing library service to North Carolina women's clubs, 50 per cent.

5. To cut to a minimum the requests of the North Carolina Library Commission, and all state supported institutions, for library service.

In view of the fact that the work of the modern school and college is based upon the effective use of library materials and that public library service to the citizens of the state at large has become a matter of fundamental educational importance, these proposals, if carried out, will place a severe limitation upon the educational opportunities of every pupil and student enrolled in the public schools and state institutions and the public in general. They are, in effect, proposals to reduce the educational opportunity within the school and home. You are urged to acquaint your representatives and senators in the Legislature with this situation and protest such action on the part of the Legislature.

## Minneapolis Budget Cut \$18,000

THE ANNUAL REPORT of the Minneapolis, Minn., public Library makes the following statement:

"We are feeling serious about our cut. Not often has the Library been asked to 'carry on' with a wholly inadequate budget. Perhaps no other city institution is so overtaxed with extra work caused by unemployment. Just when our reading rooms are unusually crowded, and when we should be able to give the most fruitful and efficient help to those with enforced leisure, we find ourselves obliged to heavily entrench some \$18,000. As we always spend most economically, we hardly know where to begin to cut. It is like being asked to make 'bricks without straw.'"

## Quotation Dictionary Being Compiled

DODD, MEAD PUBLISHING COMPANY has persuaded Burton Stevenson to undertake the compilation of a new dictionary of quotations which he hopes to make the most complete and authoritative in existence, with especial emphasis on quotations from recent authors. It will, perhaps, be called "The Home Book of Familiar Quotations." Assistance is welcomed from the library profession, especially from those reference librarians who have compiled lists of their own—lists of quotations, that is, which they have failed to find in any existing compilation or those which they have been unable to find.

## A. L. A. Table Correction

WE VERY MUCH HOPE the following figures can be published in order to offset the impression given in the table compiled by A. L. A. Headquarters on page 127 of THE LIBRARY JOURNAL for February 1, 1931. Our total circulation for the year ending December 31, 1929, was 574,321 and the figure (350,927) which is printed in the table is the circulation from our main building only.

RUTH E. HAMMOND

*Librarian, Wichita City Library, Kansas.*

## Mrs. Frederick Kahn Scholarships Available

ADVANCED STUDENTS interested in the two Mrs. Frederick Kahn scholarships of \$500 each should apply at once to the Dean of the Graduate Division, University of California, Berkeley, for the application forms for these scholarships. They are open only to students registering in the School of Librarianship and are awarded only to those who can enroll in the second year as candidates for the master's degree. In the awarding of the scholarships no stress whatever is placed on the applicant being a graduate of a California school. The important considerations are the completion of the first year in a graduate or senior undergraduate school which is a part of a university of recognized standing, high scholarship in this first year, and some successful experience, this latter being necessary because experience is now required for admission to candidacy for the master's degree here. While our first year prepares for all phases of library work and no stress is placed in any particular field, our second year facilities are so much better for the study of the university, college, and school library work than for public library administration or such special fields as children's work that it is those interested in the former fields who should consider coming here. Announcements and further information regarding courses may be obtained on application to Mr. Sydney B. Mitchell, Director of the School of Librarianship.

## Library Ethics Code Report

THE COMMITTEE on Library Ethics has received a number of letters from members of the Association suggesting additions to or changes in the Code as printed in THE LIBRARY JOURNAL, February 15, 1930. These

changes were discussed by the local members of the committee and their recommendations were sent to all the committee for approval. The following amendments to the Code, therefore, represent the unanimous recommendation of the whole committee.

To be added to Section A, paragraph 5, concerning Resignations and Dismissals—

The minimum time before resignations or dismissals become effective should be one month except in special libraries that must conform to the practice in the business or occupation with which they are connected.

To Section D, which concerns the Library Profession are added the following paragraphs—

(Paragraph 2) Librarians or assistants may receive compensation for work done in the library in their own time provided this practice is not contrary to the policy of the profession, corporation, industry or business with which the library is connected.

(Paragraph 3) Advice upon the policies or practices of another library should be given only upon the invitation of the librarian or of the Trustees with the knowledge of the Librarian. Misdirected zeal without full knowledge of conditions may lead to serious complications.

The committee has been continued in order that just such questions may be referred to it, and its members hope that other points may be brought for its consideration.

JOSEPHINE A. RATHBONE  
For the Committee

## Nebraska Expresses Recognition of Service

AT A MEETING of the Nebraska Public Library Commission on February 17, 1931, the following resolution was passed by its members as an expression of appreciation for the help which Miss Tobitt has given in forwarding the work of the Commission during her term of five years.

In recognition of the excellent service of Miss Edith Tobitt, Librarian of the Omaha Public Library as President of the Nebraska Public Library Commission, 1925-1930, be it:

RESOLVED that the Public Library Commission of the State of Nebraska hereby expresses to Miss Tobitt the sincere gratitude for her help and her able administration of the Commission.

Be it further RESOLVED that the Secretary of the Commission be instructed to send a copy of these resolutions to Miss Tobitt.

Miss Tobitt's term expired on December 20, 1930. She declined reappointment. The Commission is most fortunate to have had Miss Annie C. Kramph, North Platte, Nebraska, appointed as Miss Tobitt's successor. Miss Kramph was elected chairman of the Commission at the meeting held on February 17.

NELLIE WILLIAMS,  
Secretary.

## Special Libraries News Notes

DORSEY W. HYDE, JR. is not only the secretary of the Washington Chamber of Commerce but also editor of its new publication, *Greater Washington*. The February, 1931 issue is most attractive with its illustrated cover in blue. The contributors as Merle Thorpe, Amelia Earhart and Dr. Luther H. Reichelderfer are well-known and their articles are good. The purpose of the magazine is to keep Washingtonians abreast with civic and commercial progress of their city. We find the Public Library has contributed a column on Business Books. You would expect this from an ex-special librarian like Mr. Hyde.

AN INTERESTING EXPERIMENT of newspaper cooperation with a public library in presenting book news on books not of the current season, occurred during the past year between the Public Library, Newark, New Jersey, and the *Newark Evening News*. Upon invitation of the *News*, the library conducted a column "Are You Too Busy to Read?" every Monday evening from March 31, 1930 to January 5 of this year. The columns were prepared by various members of the library staff, under the supervision of Catherine Van Dyne. Each column was built around one topic which was calculated to appeal to a person while reading his newspaper, and each article was intended to be read with the continuous interest that characterizes the best newspaper features. Every story carried references to from four to ten books that might not be called to the reader's attention through book reviews or publisher's promotion.

THE NEW YORK Special Libraries Association is planning a new 1931 Directory of New York special libraries. It is to be more comprehensive than any former directory, as it will attempt to give the subject content of all the special libraries, list special collections in each, enumerate the names of all persons on the staffs, etc. A committee is now at work collecting and compiling the information. A representative from each group is on the committee.

IN THE *Monthly Labor Review* of February 1931 is an up-to-date bibliography by Laura A. Thompson, librarian of the U. S. Department of Labor on "Five-Day Week and Other Proposals for a Shorter Work Week."

# From The Library Schools

## Summer Session At Michigan

THE DEPARTMENT of Library Science will offer in the Summer Session of 1931 most of the first year courses given the first semester of the academic year. There will, however, be several changes in the instructing staff. Miss Julia Pressey, of the Library School of Emory University, Atlanta, Georgia, will give Course 103, Cataloging and Classification of Books. Book Selection and Library Administration will again be taught by Miss Vera Cooper, of the Training Class at the Baltimore Public Library, who gave these two courses last summer. Mr. McAllister, the associate librarian, will offer the course in Reference work and Bibliography. School Library Work for Teacher-Librarians will again be given by Miss Letitia McQuillan, librarian of the High School at the University of Wisconsin, who inaugurated it here last summer. Miss Thomas will repeat her course on the Acquisition, Care and Use of Ephemeral Material. Mr. Goodrich, now librarian of the College of the City of New York, will offer the course he formerly taught in Special Collections, and will also give Advanced Reference and Bibliography. Mr. Eppens will repeat the course in National and Regional Bibliography. Mr. Joeckel will have charge of three seminars which are to be offered. These are Course 209, University Library Administration; 215, Public Library Administration; and 221s, Special Administrative and Bibliographical Problems.

WILLIAM WARNER BISHOP, *Director*.

## Library School Peabody College

NOTIFICATION OF PROVISIONAL accreditation of the Library School at George Peabody College for Teachers, Nashville, Tenn., was received on January 22, 1931. The school entered upon the second quarter of its work for the present academic year with a total enrollment of forty-seven students, of whom fifteen are full-time and twenty-one are college graduates. Following a special appropriation from the General Education Board, the faculty of the school was augmented in October, 1930, by Miss Lucille F. Fargo, who has assumed the duties of associate director; by Miss Wilhelmina E. Carothers, assistant professor of cataloging and classification; and by

Miss Miriam Snow, instructor in reference. At present the school is listed as Junior Undergraduate. New curricula, placing the school on a Senior Undergraduate basis and providing for graduate work, have been organized and will go into effect in June, 1931. These curricula are designed to achieve objectives decided upon at Peabody shortly after the last annual conference of the Southern Association, and are as far as possible in line with the recommendations of the A.L.A. library school survey in southern states, which suggested Peabody as a logical center for the preparation of school librarians. Instruction in library science was offered at Peabody for six years before the standards of the Board of Education for Librarianship were adopted by the Council of the American Library Association, in July, 1925. When the present director assumed his duties, in May, 1928, a sixteen semester hour curriculum in school library work was organized and this was extended in October, 1928, to a thirty semester hour curriculum, offered both winter and summer. After consultation with headquarters officials of the Board of Education for Librarianship, Type Two summer courses were projected and conducted during the summers of 1929 and 1930. The summer faculty was augmented by three full-time teachers in 1929 and by four in 1930. All of these teachers were graduates of accredited library schools and with one exception were two-year trained. One hundred and six students were enrolled in the summer of 1929 and one hundred and fifty-three in the summer of 1930. It has been arranged that students who took the first quarter of their training in the summer of 1929 and the second in the summer of 1930 may complete their year's work at Peabody the coming summer.

JACKSON E. TOWNE, *Director*.

## Future Education For Negro Librarianship

MR. L. R. WILSON, Chairman of the Board of Education for Librarianship of the American Library Association, has called a meeting at Chapel Hill, North Carolina, on March 5, 1931 for the discussion of future developments in the education for librarianship for Negroes. Invitations have been issued to representatives of the Carnegie Corporation, General Educational Board, Julius Rosenwald Fund, Atlanta University, Fisk University, Hampton Institute and the Municipal College for Negroes at Louisville.

## Among Librarians

### Public Libraries

MARTHA W. ABELL, Western Reserve '15, is librarian of the West Los Angeles Branch of the Los Angeles Public Library.

LOIS BELL, Wisconsin '29, resigned as cataloger, Public Library, East Chicago, Ind., to join the staff of the Cataloging Department, John Crerar Library, Chicago, on February 1.

CLARA E. BREED, Western Reserve '28, is head of the Children's Department of the San Diego, Cal., Public Library.

CLARA EVELYN CAMPBELL, Columbia '28, has accepted the position of children's librarian at the New Rochelle Public Library.

JEAN CHARLESWORTH, Western Reserve '28, is assistant in the Lewis Carroll Room of the Cleveland Public Library.

FRANCES G. CHRISTIANSEN, Western Reserve '28, is librarian of the John Marshall High School Branch of the Cleveland Public Library.

MARIE C. CORRIGAN, Western Reserve '26, is librarian of the Temple Branch of the Cleveland Public Library.

MARY A. CUTLER, Western Reserve '29, is now children's librarian of the Madison Branch of the Lakewood, Ohio, Public Library.

JESSIE F. DESHONG, Western Reserve '25, has resigned as librarian of Rice Branch of the Cleveland Public Library to become librarian of the Whittemore Memorial Library, Naugatuck, Conn.

AIMEE F. DRAPER, Western Reserve '29, left the Cleveland Public Library on December 1, to take charge of the children's and young people's work in the Providence, R. I., Public Library.

MARGARET A. DOWNING, Western Reserve '27, is librarian of John Hay High School Branch of the Cleveland Public Library.

DOROTHY EARL, Wisconsin '27, was appointed librarian of the Kern County Law Library, Bakersfield, Calif., on December 15, 1930.

GARDNER MAYNARD JONES, librarian of the Salem, Mass., Public Library for the past 42 years, has resigned. Ralf P. Emerson, librarian of the Jackson, Mich., Public Library will succeed Mr. Jones at Salem.

JESSE MARTIN HITT, for twenty-five years librarian of the Washington State Library, died January 9, 1931, at his home in Olympia. Mr. Hitt was born in Indiana in 1852 and graduated from Wesleyan University, Middletown, Connecticut, with the degree of A.B. in 1876 and of A.M. in 1879. He first came to Washington in 1889 and served as county superintendent of schools in Whatcom and Jefferson counties until 1905 when he was appointed State Librarian.

ANNIE KRAMPH of North Platte, Nebraska, has been appointed by the Governor to fill a vacancy on the Nebraska Public Library Commission caused by the expiration of the term of Edith Tobitt of Omaha. The term of Miss Kramph's appointment is five years.

VELDREN M. SMITH, Western Reserve '26, is now in the Reference Department of the Cleveland Public Library.

KATHRYN STITH, Western Reserve '28, has left the New York Public Library to become children's librarian in the Public Library of Everett, Washington.

BETTY STRANG, Pratt '28, formerly assistant in the Reference Department of the Pratt Institute Free Library, has been appointed assistant in the library of the James Madison High School in Brooklyn.

FRANCES L. VACKAR, Western Reserve '28, is reference assistant in the Los Angeles County Free Library, Los Angeles, Cal.

DOROTHY VAN GORDER, Western Reserve '27, is librarian of the Somerset County Library, Somerville, N. J.

HELEN E. WADSWORTH, Columbia '29, is an assistant in the Children's Department of the Albany Public Library.

GWENDOLYN WITMER, Wisconsin '29, resigned as children's librarian, Public Library, Mishawaka, Ind., and on December 15, joined the staff of the Racine Public Library as librarian of the West Racine Branch.

ELLEN O. WOLFE, Western Reserve '27, is librarian of the Fleet House Station of the Cleveland Public Library.

ELIZBETH D. YOUNG, Pratt '29, formerly librarian of the Winter Haven, Florida, Public Library, has been appointed to the position of reference and cataloging assistant in the B. F. Jones Memorial Library at Aliquippa, Pa.

## Special Libraries

RACHEL T. BENSON, recently in library work in the Hawaiian Islands, is now librarian of the Newark Museum.

ANGUS FLETCHER, librarian of the British Library of Information, New York City, started February 26 for a three months' stay in South America.

S. F. MARKHAM, secretary of the Museum Association, London, England, arrived in New York March 11 for a month's tour of American museums. He will visit Trenton, Washington, Charleston, St. Louis, Chicago, Cleveland, Erie, Buffalo, Boston, Cambridge and Northampton in the United States, and Montreal, Ottawa and Toronto in Canada.

THEODORE LOUIS TROST, Michigan '30, for seven years a member of the staff of the General Library of the University of Michigan, has been appointed librarian of Eden Theological Seminary at Webster Groves, Missouri.

MARY R. WALSH, formerly in charge of the library department of Houghton Mifflin Company, now heads their department of children's books.

## Married

JESSIE DAVIS, Simmons '24, for a number of years on the library staff at Skidmore College, Saratoga Springs, was married in June to Mr. Furlonge Flynn. Mrs. Flynn is continuing her connection with Skidmore College as assistant librarian and instructor in the English Department.

ALAN A. DUDLEY of the British Library of Information was recently married to Isabel Brunton.

MADELINE B. FLEWWELLING, Pratt '27, chief assistant in the Circulating Department of the Pratt Institute Free Library, was married on September 27 to Mr. Willard F. Read, Jr.

ALICE R. FOX, Wisconsin '28, was married in Chicago on January 20 to Harold M. Williams.

HAZEL G. GIBSON, executive secretary of California Library Association, was married to Thomas B. Leeper on July 20.

RUTH HAYWARD, Wisconsin '26, was married to Finlay Grant Cameron on October 4. Mrs. Cameron has resigned her position as children's librarian in the Hammond Public Library.

ANNE ELIZABETH HOUGH, Pittsburgh '24, was married to Mr. Walter Levere Sechrist on October 6 at Media, Pa.

AVA JACKSON, Emporia, head of the Circulation Department at El Paso, Texas, Public Library, was married on June 18 to Mr. Ernest Denham.

ALICE CLAIRE KILROY, Pittsburgh '22, was married to Mr. John Breiner on August 6 at Pittsburgh, Pa.

MARJORIE A. LIDBECK, Wisconsin '28, was married on March 29 to A. K. Von Heimburg; they are making their home in Madison, where Mrs. Von Heimburg was on the staff of the Public Library until her marriage.

DOROTHY LOBBETT, Simmons '26, for a number of years a children's librarian on the staff of the Rochester, N. Y., Public Library, was married on August 2 to Mr. William Burdick.

LUCILE MONROE, assistant librarian of the Business Branch, Providence Public Library, was married on September 16 to Ralph W. Wood. Mrs. Wood is continuing her work at the Library.

GERTRUDE L. NASH, Wisconsin '25, was married on September 15 to Daniel M. Irwin. She is continuing in her position as senior assistant in the Circulation Department of the Detroit Public Library.

MARJORIE STANLEY, Wisconsin '29, was married to Dr. John E. Rogers on October 18. Mrs. Rogers, who has been the reference librarian, Oshkosh Public Library, since her graduation, continues in the position.

ANNE C. STRLEKAR, Wisconsin '28, was married to Dante W. Paciotti on September 3. Mrs. Paciotti was librarian of the Public Library, Ladysmith, Wis., from her graduation until her marriage.

RUTH F. VANDERPOOL, Simmons '25, was recently married to Mr. Karl H. Hubbard.

MILDRED WYMAN, Simmons '27, formerly librarian at Northfield Seminary, was married on September 22 to Mr. Glendon B. Doane.

MARGARET HARVEY, Pittsburgh '28, was married to Mr. Adrian Hughes, on July 12 at Pittsburgh, Pa.

NELLIE HIGGINS, Columbia '25, was married to Ethelbert Ward, Jr., in Denver, Colo., June 25.

NIKOLINE F. KJÖSNESS, Albany '26, was married on October 4 to Elmer J. White, in Spokane, Washington.

CATHERINE M. LOVE, Pratt '24, formerly acting director of the Library School at the State College for Teachers Library at Albany, was married on Sept. 16 to Mr. Gregory Baker of Bangor, Me.

## Opportunities For Librarians

Wanted—A senior cataloger for large special library connected with university in the East. College and library school graduate. Give details of education, including language, positions held, salary required. R14.

Librarian with three years' experience at Columbia University, one year in adult and children's departments of public library. library training, knowledge of French, German, Italian, one year study abroad, musical and artistic background, can typewrite, can take position immediately. R15.

Young man, library school graduate, with cataloging and reference experience in public, university, museum and school libraries desires position in a public school library. R16.

Cataloger of training and experience desires position in the Middle West. Kansas or Missouri preferred. R17.

Young woman, college and library school graduate with experience in reference, circulation and periodical departments of a university library wishes position offering opportunity of advancement. R18.

Trained experienced cataloger desires to change locality. Has held positions as head of large catalog department, class-room instructor in cataloging, catalog reorganizer, including special collections, documents, serials, in large public and university libraries. Present salary \$2500. R19.

Librarian with B.L.S. and M.A. degree, with experience in cataloging and reference work, wishes position in organizing or in cataloging. R20.

University and library school graduate with eight years' experience in college and public libraries desires library position for the summer months. Experience includes some temporary positions in special lines. Cataloging or circulation departments preferred. R10.

Trained librarian, seven years' experience, wants position as assistant in city or college library or as librarian of a small library. Prefer Pacific Northwest. R11.

Position in business or public library wanted by experienced high school librarian with B. S., library training, and some public library experience. R12.

## Latin-American Round Table

THE EXCHANGE of books and periodicals between North and South America will be discussed at a round table to be held during the New Haven conference, June 22-27. Sales, subscriptions and free exchange between institutions will be considered.

## The Calendar Of Events

March 18-19—Florida State Library Association, annual meeting at the University of Florida, Gainesville, Florida.

April 6-7—Ontario Library Association, annual meeting in the Public Reference Library of Toronto.

April 9-10—South Carolina Library Association, annual meeting at Columbia, South Carolina.

April 11—Columbian Library Association, annual meeting at St. John's College, Annapolis, Maryland.

April 11—California School Librarians' Association, annual meeting at the Del Monte Hotel, Del Monte, California.

April 13-15—California Library Association, annual meeting at the Del Monte Hotel, Del Monte, California.

April 23-25—Georgia Library Association, biennial meeting will be held at Valdosta, Ga.

April 30-May 1—Louisiana Library Association, annual meeting at Lake Charles, Louisiana.

April 30-May 2—Georgia Library Association, annual meeting at Valdosta, Georgia.

May 18-21—American Association for Adult Education, annual meeting at New School for Social Research, New York City.

May 29—Eastern Oregon Library Association, annual meeting in La Grande, Oregon.

June 10-12—Special Libraries Association, annual meeting at Cleveland, Ohio.

June 22-27—American Library Association, annual meeting at Yale University, New Haven, Conn.

June 22-27—National Association of State Librarians, annual meeting in New Haven, Conn., at the same time as the A.L.A.

June 22-27—American Association of Law Libraries, annual meeting in New Haven, Conn., at the same time as the A.L.A.

## Final Date For Dutton Fellowship

THE FINAL DATE on which applications for the Dutton Fellowship are to be submitted has been extended from March 1 to April 15. Applications should be sent to Della McGregor, Chairman of A.L.A. Committee on Library Work With Children, St. Paul Public Library, Minn.

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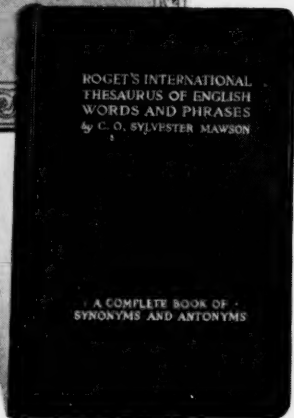
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